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# Junior Homemaking

JONES AND BURNHAM

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# **Junior Homemaking**







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# Junior Homemaking

Evelyn G. Jones and Helen A. Burnham

**J. B. Lippincott Company**

Chicago Philadelphia New York



*Evelyn G. Jones*

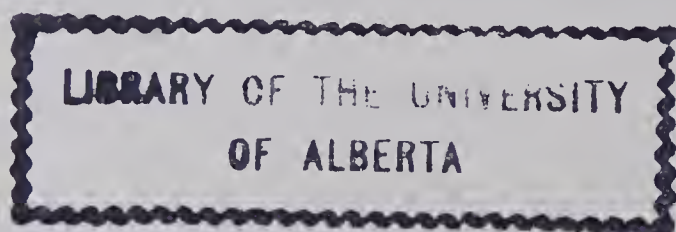
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Dean of Students  
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Printed in the United States of America  
Library of Congress Catalog Card Number: 58-5520

15.589.3



Cover and title-spread picture from  
Household Magazine, photo by Gretchen Harshbarger



# Preface

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*Junior Homemaking* has been written for use in introductory home economics courses in seventh and eighth grades, in junior high school, or in the first year of high school. It provides a comprehensive program for a general homemaking course or for separate foods and clothing classes. Many units are valuable supplements for guidance. The sequence in which the units are studied may be varied so as to fit in with administrative problems of scheduling and with school facilities.

## **Growth characteristics are recognized**

The developmental needs of young adolescent girls are the basis for the selection of subjects and learning experiences. Teen-age girls want freedom to make their own choices and decisions, but at the same time they want the security of family love and protection. They want to be both children and adults, as indeed they are.

Girls learn that in the performance of daily tasks within their households they have opportunity to show their sense of responsibility and to prove that they are becoming adults.

Boys and girls want to "belong," to be accepted by their social group. Therefore, this book stresses ways of making friends and furthering friendships. In it, you will see courtesy and poise developed through the knowledge of acceptable behavior in social situations; judgment gained in selecting clothing to enhance appearance; and skill developed in preparing and serving snacks that young people enjoy. Thus, through all these learnings, is fostered a sense of accomplishment.

## **The course is family-centered**

*Junior Homemaking* presents a family-centered course in which girls are helped to understand themselves in relation to their families.

In addition to developing basic homemaking skills and wholesome attitudes, this text places needed emphasis on the spiritual values inherent in so many of the activities of homemaking. Appreciation of life with parents and friends, the enjoyment of little children, and the rewarding satisfactions that are outcomes of caring for the home—these are insights important to young girls. Desirable attitudes toward household tasks are developed by showing the opportunities they present for doing one's share in the family.

This book provides realistic standards of home living and recognizes the changing patterns of today. Family living is less formal than the authors of many home economics textbooks would have us believe. And, of course, it is more informal than it was a generation ago. Emphasis in this text is on the kinds of meals that families *really* serve and on standards of service that are easily attainable. The book recognizes that packaged and frozen foods are used extensively and short cuts in sewing are practiced. Simple meals are served frequently in front of the television screen or in the patio or yard. Girls are helped with the kind of food preparation that beginners can do with success.

Too often girls are taught to prepare breakfast during the first lessons of their course. This meal is the one that they are least likely to prepare at home, since time is so important a factor in the morning and beginners are slow workers. It is suggested here that first lessons in which girls become acquainted with equipment and routines of cookery be the preparing of simple refreshments from which they may get a sense of accomplishment. However, teachers whose course of study in homemaking starts with the preparation of breakfast will find that this meal is included in the subject matter.

### **There is a variety of activities**

Learning experiences are suggested throughout the book as important parts of every section. They provide for use of the normal activities of a home as learning situations. Mothers are included in the making of plans and are invited to share discussions. Role-playing is used to help class members understand the feelings and problems of other persons. Panels, dramatizations, arrangements of bulletin boards, and trips into the community are suggested. The variety of activities provides for the differences in maturity which are striking at thirteen to fifteen years of age. There are activities



to meet a wide range of pupils' abilities, to develop skills and provide practice in using them, to challenge varying interests, and to lead teen-agers toward the making of sound personal decisions.

Girls in junior high school are beginning to buy toiletries and ready-to-wear clothing. Their purchase of groceries is no longer a mere following of detailed directions. They have allowances or some earned income to handle; therefore, many consumer problems are suggested.

Safety is recognized as one of the most critical needs today when accidents in the home are as serious as those in traffic. *Junior Homemaking* considers safety in every situation in the home so that girls are helped to develop habits of protecting themselves and their families.

### **Evaluation is provided**

Good teaching includes measuring the evidences of growth toward accepted goals. Each unit in this homemaking program has an objective test in which knowledge of the vocabulary of the subject is measured. There are many activities which require self-evaluation on the part of the pupils.

Every unit is organized and presented in a way that leads a class from a clear understanding of the purpose of the unit through the steps in learning, in planning ways to attain the goal, in organizing the group for effective class work, in participating in the activities designed to enrich the unit, and, finally, in appraising the results.

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# Junior Homemaking





## Who are you?

Have you ever wondered about yourself—how you came to be you? Why your eyes are blue instead of brown? Why you do better in English than you do in mathematics? Why you would rather play baseball with the boys than read a book? Why you would rather sew than cook? Why you feel better when you tell the truth than when you tell a falsehood? Why you know what is right to do but sometimes forget to do it?

Heredity, of course, plays a part in the development of every person. *You* are *you* because of your special father and mother. Had either of them been different, you would not have been the person that you are.

Your environment, however, also has been an important factor in making *you*. The house you live in, your family, your friends, your school, your church—all contributed to your development.

Each person is the most important person in the world—to himself. You love your family and your friends, but your main interest is what happens to you. Have you ever noticed that the pronoun *I* is the only pronoun that is always capitalized? Might this suggest how important each person thinks he is? What kind of a person do you want to be? Do you want to be one who pleases just herself or one who contributes to the happiness of others as well?

Through your study of homemaking you can learn to understand yourself better. You can learn ways of becoming a more attractive, happy, helpful, and dependable person. You can find ways to improve yourself so you can get and hold a part-time or a summer job. You can thus earn money for new clothes, a vacation, something you could not otherwise afford, or put some away for a future sunny day.

You will find it easier to make and keep friends and be more





PERSONAL PRODUCTS CORP.

*The mirror reflects only the physical characteristics of a personality. People see the mental, spiritual, and social aspects as well. They should be as attractive as the physical.*

popular. You will be more loved by your family. Most important of all, you will have more pride and confidence in yourself and become a real person in every sense.

### **What is personality?**

Personality is a word we hear frequently. What does it mean? Is it something you can buy at the store to spray on like perfume or to wear like a new dress? Does everyone have it? Can you put it on or take it off as you please?

**We admire some personalities.** Suppose you name some people whom you think have wonderful personalities. Some of them will be your closest friends. Some will be famous people whom you have read about in history or in your favorite book. Perhaps a





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*This girl has the characteristics which make her fun to be around. Her smile invites you to join her in an interesting hobby.*

teacher or a counselor will be on the list. Each of these persons will have characteristics that you admire, but these traits will not be the same for all of them. Some persons will be admired for a sense of humor, some for friendliness, some for poise. Some have musical talent that makes them good company. Some love people.

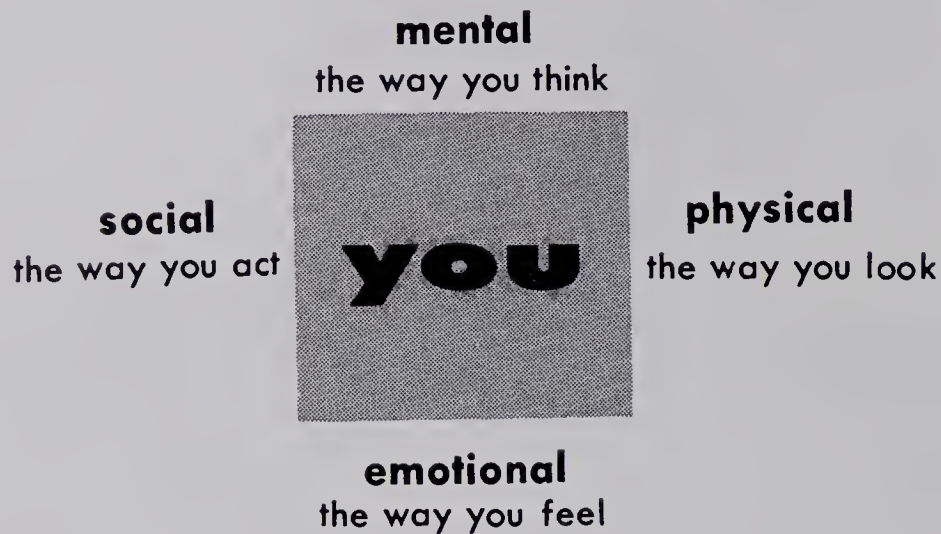
What you admire and like in a person may be different from what someone else admires and likes. In fact, you may dislike a trait which is attractive to someone else. But it is the total of all of a person's traits that makes him a personality. You do not *have* a personality. You *are* a personality.

**You are a personality.** Have you ever watched someone preparing to cut out a dress by laying the pieces of the paper pattern



on the material? Each part of the pattern has definite markings to show exactly how it is to be placed and cut. The seamstress studies the accompanying diagram to see that each section of the pattern is placed on the material properly.

Perhaps a diagram will help you to see the many parts of your personality pattern and how they fit together to make *you*.

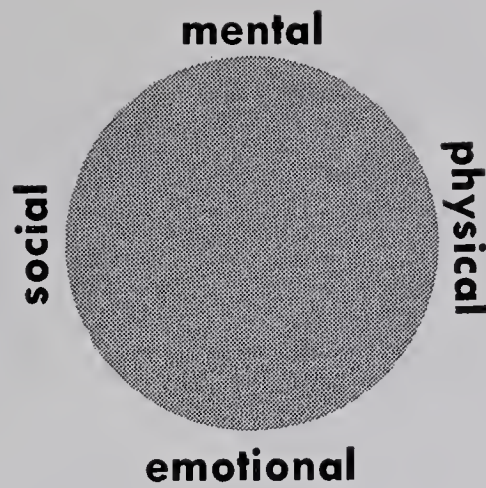


One side of the square could be the mental side, or the way you think. Another side could be the physical side, or the way you look. A third side could be the emotional side, or the way you feel. This could represent also the spiritual side of your personality. The fourth side of the square could be the social side, or the way you act. Can you think of any part of a personality which would not be under one of these headings?

**Perhaps the square is not a good pattern.** You could not separate one side and say, "This is the way I feel." Suppose you had been up late last night. Would that affect the way you feel this morning? Would it affect the way you look or the way you think or the way you act? Suppose you are going someplace where you want to make a very good impression. Would you be careful of your appearance and your actions? Would you think before you spoke or acted? Would you be careful to control your emotions?

Would a circle pattern describe the personality better?

Each part of the pattern is joined with other parts to make the whole. Each characteristic blends into the others to give a balanced, whole personality. This could never be a perfect circle, because people develop at different rates and in different ways. A girl who likes and participates in sports may be developing the physical part of her personality and neglecting the mental, while the bookworm may be doing just the reverse.



At some stages of your development you are growing rapidly physically and, perhaps, slowing down a bit in other ways. Your social development may be more rapid when you become interested in boys. The goal for which you want to strive is a well-rounded personality, with each phase reaching the fullest development possible.

### Putting your ideas to work

- 1 Describe some person whom you think is a fine personality.
- 2 What traits do you especially admire? Why?
- 3 Discuss the effect on personality if a girl is interested only in social activities. In sports. In reading. In church. In boys. In girls.
- 4 Prepare a bulletin board to use for display. Every school has a bulletin board or a wall space that may be used for one. Arranging a bulletin board is an interesting way to tell a story. Some girls write well; others have skill for drawing;

many have imagination and can create exhibits that will attract attention.

Throughout your homemaking course, plan to make the bulletin board a bright spot, a center of interest.

Limit the pictures and the ideas to one topic for each arrangement. Place a larger, brighter item in the center, and group smaller items in balanced arrangement on both sides. For this unit you might place in the center a picture of an attractive girl. Surround this picture with smaller pictures representing the various phases of her personality.

### How can you be a pleasing person?

Does the way you look, act, and speak show the real you? It is hard for people to see themselves as others see them, but their willingness to try to understand themselves will help them to grow into the kinds of persons they want to be. Everyone wants to be liked. This is natural, but it is something which does not just hap-



pen. You must work for it. How can you do it? How can you tell whether you are growing up into a person who will be nice to have around?

**Your body carries your personality.** Your body and your abilities came to you from your parents. The color of your eyes, your skin, and your hair are inherited characteristics, but the care and grooming you give them are your responsibility. You may not be as tall as you would like to be, but by standing straight you can make the best of the height you have. Nutrition specialists tell you what to eat to keep your bodies well and strong. Keeping healthy and maintaining the weight which is most becoming to you depend largely on how much you are willing to follow the recommendations of these experts.

**Your brain must be alert.** Your school record is one of the best tests of whether you are growing up mentally. Working up to your ability instead of just “getting by” will bring satisfaction. The length of time you can concentrate on one thing—your attention span, it is called—increases as you grow older. Reading interests change. Although you still read the comics, they should not be your only reading. Good books can help you to become acquainted with people living in countries all around the world. They tell you about these other countries and help you better to understand your own. What you talk about helps to tell your age. If the only topic a person can discuss is “I,” “me,” or “my,” he becomes a bore to other people.

Increasing your vocabulary indicates mental growth. Using one word to describe many things indicates you are in a rut. “Cool” may be a good word to describe a party you attended, but using it to describe everything else—a person, a dress, a hairdo, a house—indicates a poor vocabulary. Slang, while sometimes expressive, also shows a limited ability to use words.

Daydreaming is a pleasant pastime in which we all like to indulge occasionally. It is important to remember, however, that daydreaming is just a pastime and should not consume too large an amount of your time or energy. Daydreaming, or pretending that one is beautiful or clever or popular, is just wishful thinking. Thinking about these things is fine if it is part of a plan by which they may be achieved.

**Your impression on others is important.** A human being is natu-





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*Daydreaming of what the future holds is important. It can be the foundation on which the serious business of accomplishment is based. Unless daydreaming is so used, it is a waste of time.*

rally a social being. He likes to be with other people. From the very narrow social life of the baby with his mother, a person's associations widen as he grows. He meets other members of his family. He meets the neighbors. When a child starts to school and to church school, he makes new friendships. These are not all limited to his own age. Many adults are loved as special friends.

The desire to be one of a group is very strong. You should not expect other people to make all the advances. Friendship is a two-way road. If you are to develop the social side of your personality, you must develop those traits that will make you an interesting person to know. You must learn to like people and to be interested in them. You must not want always to be the center of attention.

Good manners are really nothing more than putting yourself in another person's place. You do not need to know all the rules in a book of etiquette. Such books often make courtesy sound diffi-



cult and forbidding. Real courtesy is just being kind, considerate, and thoughtful of other people. It does not cost money, only a little concern for others.

Poise is the feeling of being at ease in a situation—the feeling that people like you and that you know what to do and say. It means that you are genuinely interested in the person who is present in that particular situation. It means that you are growing up socially.

**Your emotions need control.** Emotions are sometimes thought of as harmful traits of personality. It is not the emotions themselves that are harmful—it is the lack of controlling and directing them that gets most of us into difficulty. Emotions are ways of reacting to



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*This puppy knows its mistress loves it. People as well as pets need to feel wanted and loved. A feeling of security is important for emotional health.*

the strong feelings with which we are born. Life would be dull and uninteresting without them.

Crying is the only way that a baby has to show his need for attention, for food, for comfort, or for other needs. For an older child or an adult to use this method of getting attention or obtaining his selfish ends is babyish.

Anger is an emotion which may give you much trouble until you learn to handle it. Sulking, crying, name-calling, scratching, and fighting by boys and girls are similar to temper tantrums by little children. Learning to control and direct this natural—and desirable—emotion will help you to be a happier person.

Fear is an emotion that you need in order to protect your life. Fear of falling, of handling dangerous articles, and of being in dangerous places are natural fears, but as you grow up you learn to develop skill and confidence in meeting such situations.

The fear of being different from others often bothers boys and girls. Dressing like all the other girls, wearing your hair in the same style, and following the gang give a feeling of security. Such security is necessary for good development. Although conformity is desirable to a certain extent, it can be overdone. All the skirts may be full, but there can be variety in color and material. Short hair may be the style, but its arrangement can be that which is best suited to your personality.

**No two people are exactly alike.** Even identical twins have some characteristics by which they may be distinguished from each other. Often it is the differences which make people attractive to each other. Wouldn't life be monotonous and dull if everyone acted and looked exactly alike? You must understand and develop those individual characteristics which make you *you* so that you may grow into an interesting and attractive person.

Children early develop a feeling of wanting to be independent and to stand on their own feet. Wanting to select your own clothes, choose your own friends, and earn your own money are signs of this basic need. You have to learn how to make these selections wisely. Of course you will make mistakes. Being willing to take the consequences if your choices do not turn out as you expect is a part of learning to be independent. You cannot always be looking for someone to help you out of the trouble you childishly get into when you are too sure that you can make your own decisions.





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*Within the same age group, no two people are exactly alike. There are short and tall, slender and chubby. Each one has a place, and each one contributes to a group activity.*

**Your character completes the circle of personality.** A baby is concerned only with his own needs and wishes. He loves only himself. As he grows and discovers other people in his world, he must take them into consideration. They have needs and wishes too. The personality traits which make you more concerned with the welfare of others than with your own are the character or spiritual traits.

Honesty means taking nothing which rightfully belongs to someone else. If money, a pencil, a purse, a ring, a bracelet, or anything else is found, every effort should be made to locate the owner. Deliberately taking any article belonging to another or borrowing it and not returning it is dishonest. Honesty applies to more than just taking material things. Cheating in a test (stealing someone else's answers); copying someone's homework; pretending to be something you are not; promising to do something and then failing



to do it; taking someone's good name away by gossip; taking more than one's rightful share of time and attention of the teacher—all of these are dishonest characteristics.

Truthfulness is closely related to honesty. Not telling the truth is dishonest. It is sometimes hard to see where a little white lie is wrong. The chief harm is to the person telling the fib. He is not being honest and is perhaps starting a practice which will make it easier to tell an untruth another time. Often one untruth requires several untruths before the situation is worked out.

One of the most valuable traits of character is dependability. To have your parents or friends say that they always can depend on you is a fine compliment. If you promise to help with a party, a meeting, or a task at home and then forget or neglect to do it, you are causing inconvenience and work for other persons. They wonder if they can count on you another time. Mothers are proud when they know that their daughters are dependable.

Some people say, "Let your conscience be your guide," in deciding what is right or wrong to do. Is this a safe thing to do? Conscience is that still voice which makes you feel guilty or unhappy when you are doing something wrong. Probably every person is taught early to distinguish right from wrong. This natural feeling can be covered up, however, or changed so much that it is of no use in choosing right and wrong. One may quiet the voice of conscience by saying, "Everyone else does it," or "No one will know the difference," or "What difference does it make?" or "Who cares?"

Probably a much more accurate test of whether you are growing up spiritually is whether you observe the Golden Rule: "Do unto others as you would that they should do unto you." If a girl's conduct is guided by consideration for others, it means a growing love for others, not the self-love of the baby. Kindness, thoughtfulness, putting yourself in the place of the other person, seeing the other person's side—these traits show that you are developing the spiritual part of your personality.

### Putting your ideas to work

1 What characteristics do you have that you can trace directly to heredity?

2 Which inherited characteristics have you modified? Have the changes been good or bad?

3 Try to learn two new words every day. Learn to spell them and to use them correctly. Practice using

- them so that they will become a permanent part of your vocabulary.
- 4 Review what you have read during the last month. Does this reading show your level of mental development?
  - 5 Name inventions or discoveries which are the results of dreams.
  - 6 Discuss the difference between politeness and courtesy.
  - 7 Observe your classmates in the school lunchroom or lavatory or at a game. What impressions are they giving as to their consideration for other people? Start a campaign to improve the situation.
  - 8 Demonstrate by facial expressions various emotions or feelings, such as fear, anger, surprise, joy, suspicion, and love.
  - 9 What personality traits do you want to develop? How will you go about developing them?
  - 10 Make a list of the things that you do at home which you think show that you are a dependable person. Have your mother check this list

to see whether she agrees with you.

- 11 Have a group discussion on the subject "Let your conscience be your guide." There should be a chairman of the group. If you are this chairman, your responsibility is to keep the discussion moving smoothly. You do not express your own opinion but try by questions to get all the group members to express theirs. You recognize people who wish to speak but do not let one or two persons monopolize the discussion. At the close you may summarize briefly what has been said and any conclusions that may have been reached.

If you are one of the contributors to the discussion, do not speak until the chairman recognizes you. This prevents interrupting another person. What you have to say should be brief and to the point. If you disagree with what another speaker has said, state your objections in a courteous way.

### *Books you will like to read*

Benson, Sally, *Junior Miss*. Random House, New York. Amusing sketches of a fourteen-year-old girl in New York.

Cavanna, Betty, *Spring Comes Riding*. Westminster Press, Philadelphia. Sixteen-year-old Meg feels insecure and awkward until she discovers the fine thing of being herself.

Neugarten, Bernice Leven, *How You Grow*. Junior Life Adjustment Booklet, Science Research Associates, Chicago. How do you grow? Not all persons grow alike. How grown-up are you?



### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 12, corresponding to the numbers of the words given below. After each number, place the letter of the definition which best fits that word. *Do not write in the book.*

- |                  |   |
|------------------|---|
| 1 characteristic | A Trust; reliance; assurance.                             |
| 2 confidence     | B Self-governing; not subject to control by others.       |
| 3 conscience     | C Balance; stability.                                     |
| 4 emotion        | D Distinctive character.                                  |
| 5 environment    | E A trait or character of a person.                       |
| 6 etiquette      | F That which is transmitted by parents to their children. |
| 7 heredity       |   |
| 8 independent    | G Power to decide between right and wrong.                |
| 9 individual     | H Social conventions; rules of social behavior.           |
| 10 personality   | I Sum of words used by an individual.                     |
| 11 poise         | J Sympathy.   |
| 12 vocabulary    | K Strong feelings.  |
|                  | L Importance.   |
|                  | M Total of an individual's characteristics.               |
|                  | N Surroundings.   |

**A FURTHER TEST:** *After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*

## How pretty can you be?

In trying to understand yourself, probably the easiest and most natural place to start is with the part that you can see. Suppose you stand, in your imagination, in front of a mirror while we talk. What do you see? Perhaps you are the one person in the world who is completely satisfied with the image that looks back at you. Probably, however, you will see many ways in which you wish to change and improve the physical *you*.

Every girl wants to be attractive. This is a normal desire and one of which you need not be ashamed. Girls sometimes think that attractive personal appearance depends on having many pretty clothes—a different dress for every day. We cannot deny that pretty clothing helps to make the picture you see, but many other factors contribute far more.

Being attractive is more than being pretty. The true foundation for attractiveness of the physical personality is good health. Having good health means more than not being sick. It means feeling so well that it is fun to be alive. Health gives one a feeling of self-confidence, a readiness for whatever comes.

If the saying “You are what you eat” is true, the selection of the foods that will give you a strong healthy body, energy to work and play, and joy in living is an absolute necessity. You cannot eat just what you like without regard for the needs of the body. Fortunately, so many of the foods you need are attractive and taste good.

Young girls dream of what the future will hold for them. They dream of being actresses, models, airline hostesses, private secretaries, nurses, and, always, of being wives. All of these vocations are glamorous. Those people who have been successful in them are



well-groomed, clean, attractive persons. Teen-age is not too early to prepare for making these dreams come true.

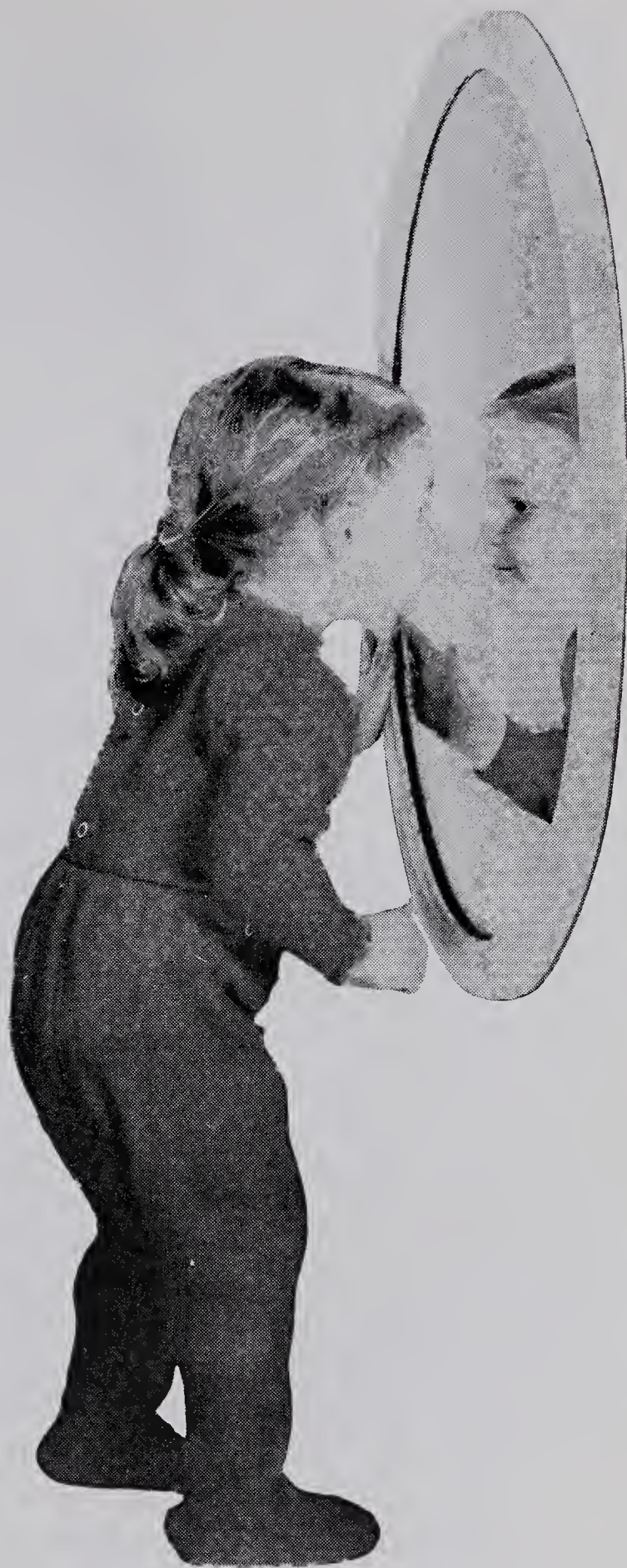
If you did not know that girl in the mirror, would she appeal to you as someone you would like to know better? Is she neat? Is she well groomed? Would you be proud to introduce her to your mother, your best friend, or your favorite teacher? If she does not measure up, how can you help her? Remember, "Beauty lies within yourself."

### **How can you be more graceful?**

To be a model is one of the most popular ambitions of girls. A very important requirement for this vocation is gracefulness. One does not become graceful in a few easy lessons. It is the result of habits formed in early life and practiced for many years. Now is the time to start.

**Good posture is the first step.** What do you do when you see yourself in a mirror or when you hear someone mention posture? You know that an erect position gives the best appearance whether you are walking, sitting, or standing. If you have allowed yourself to develop a habit of slouching, slumping in your seat, or shuffling in your walk, you should start right away to correct it.

The easiest way to have good posture is to stand tall. Your



P. H. HANES KNITTING CO.

*This little girl is entranced by what she sees in the mirror. Would you be entranced by your reflection?*



chest will be high, your abdomen and shoulder blades flat, and your feet straight ahead. Standing tall pulls all the muscles of your body tight and firm. This should become your normal standing posture, for it is basic to all other body positions.

Walking gracefully means keeping a good standing position while the body is moving. Steps should be even and of moderate length. The legs should swing from the hips, and the toes should point straight ahead. Shoes with ample toe room and proper heels are important. Some girls like to practice walking with a book balanced on the head. This helps to develop graceful carriage.

When you are sitting, keep your spine flat against the back of the chair. The hips then are directly under the spine and support it. Keep the feet close together and near the chair. When necessary to lean forward to write or read, bend from the hips. This avoids curving the back and rounding the shoulders.

**All motions are important.** Because their bodies are growing rapidly and are developing at uneven rates, junior high school pupils are sometimes said to be “going through that awkward stage.” This need not be true. You must remember that every movement you make counts for or against you. Habits are formed easily and quickly.

Sitting down in or rising from a chair can be graceful or awkward depending on how the feet are placed. One foot placed a little in advance of the other will allow the body to drop easily into the chair and will help to bear the weight of the body as you rise. Crossing the legs and sitting on one foot are not graceful positions.

Walking is smooth instead of jerky if you take slow, even steps. A girl should be careful that her hips do not sway as she walks. If books or packages are carried always on the same arm, the shoulder and hip on that side will be higher than on the other side. When going up or down stairs, hold the body erect as when walking. Stooping to pick up something you have dropped can be done gracefully. Bend the knees rather than the hips.

Getting into or out of an automobile is another opportunity for graceful motion. Cars now are built so low that you can easily assume a sitting position as you slide into the seat. The feet can be drawn in comfortably. To get out of a car, slide to the edge of the seat and step forward instead of backing out.

Hands are not flags to be waving constantly in the air. They





AMERICAN SEATING CO.

*Good posture is important for comfort and grace. When you are sitting, the spine should be flat against the back of the chair and the feet should be close together and near the chair.*

may be used occasionally for emphasizing a point of conversation. These movements should be graceful and appropriate. When they are not in use, keep your hands relaxed in your lap. Constantly fingering some article of jewelry, twisting a curl, or playing with an article on the desk or table detracts from the appearance of poise. It also is frequently annoying to other people.



## Putting your ideas to work

- 1 List the reasons why every girl wants to be attractive.
- 2 Practice sitting down in and rising from a chair until you can do it gracefully.
- 3 Observe your posture in a mirror.
- 4 Observe the postures of your classmates in study hall. In the lunch-room. In assembly. Which ones would you like to imitate?

Check with your physical education teacher for exercises to help you correct posture defects. Walking with a book balanced on your head is good exercise.

## How can you have a clear skin?

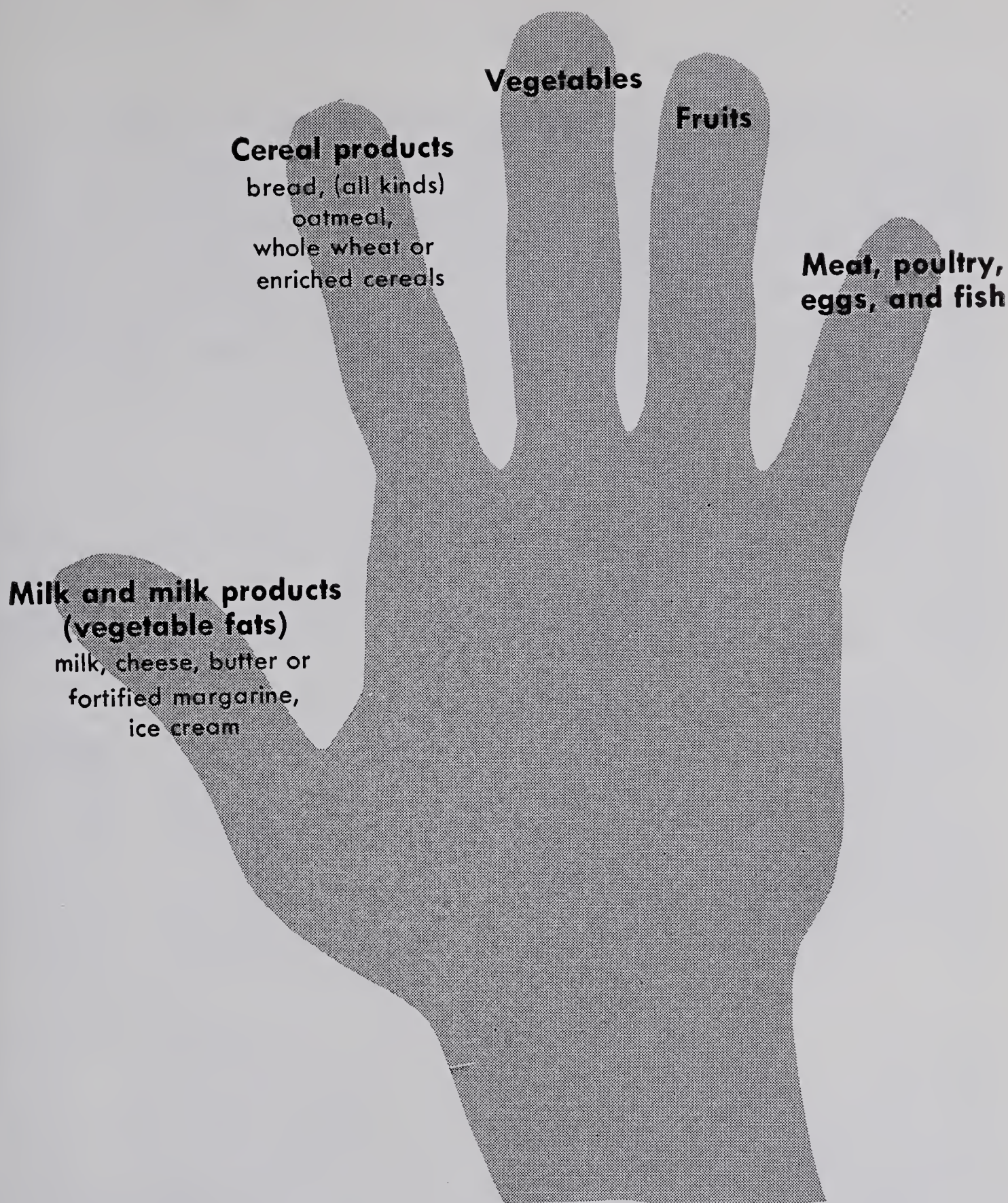
Have you ever noticed how smooth, clear, and soft a baby's skin is? This is because it has not been exposed to wind and sun as an older person's skin has been. It is like this, too, because the mother takes especial care to keep the baby clean all over. Good soap and water are used for the baby's morning bath. Rubs with oil are regular events. To keep this smooth, soft skin as a person grows older, regular intelligent care is needed. During the teen years is the time when most skin problems start, and so it is especially important that boys and girls of this age learn to take good care of their skin.

**Good diet builds good skin.** General health plays an important part in making and keeping good skin. Skin, like every other part of the body, is nourished by the foods that are eaten. You may not realize that it was the candy bar or the ice cream soda you had after school last week that appeared as pimples on your face a few days later. Good health is very closely tied to the foods you eat—what you eat, when you eat, and how you eat. You need to have certain kinds of foods every day to keep your body in good working order. Food experts have prepared charts of food groupings as guides for selecting your foods to meet these needs. One of the best-known guides is the Basic Seven Food Groups. A newer guide is called the *Handy Eating Plan*. You will see that foods are divided into five natural food groupings which are easy to remember, because they correspond to your fingers and thumb.

Using the five fingers of the hand is a helpful device for checking your daily food requirements. (See pages 21 and 22.) Eating foods from each of the food groups daily will provide a well-balanced diet which will supply all the food substances needed for health.

You will refer frequently to the chart on page 22 which explains





**Cereal products**

bread, (all kinds)  
oatmeal,  
whole wheat or  
enriched cereals

**Vegetables**

**Fruits**

**Meat, poultry,  
eggs, and fish**

**Milk and milk products  
(vegetable fats)**

milk, cheese, butter or  
fortified margarine,  
ice cream

JOINT COMMITTEE, NATIONAL EDUCATION ASSOC.  
AND AMERICAN MEDICAL ASSOC.

*This handy guide has been prepared by nutrition experts.  
It will help you to remember what foods are needed in the diet  
every day.*

the Handy Eating Plan. You will learn how these foods help you and how to prepare and serve them in appetizing ways. You will take a close look at your own food habits to see whether they need improving. You will see that some of these foods have many uses in the body. For instance, green and leafy vegetables are needed



## HOW TO USE THE HANDY EATING PLAN

Milk and milk products (vegetable fats)	milk cheese butter or fortified margarine ice cream	The recommendation is a pint of pasteurized milk daily for adults and a quart for most children. Some of the milk may be used to advantage in cooking, as in custards. Butter or margarine is used routinely; the inclusion of cheese in the diet may need to be encouraged.
Cereal products	bread (all kinds) oatmeal whole wheat or enriched cereals	These products are a staple item in the American diet and are good at each meal.
Vegetables	cabbage, carrots, cauliflower, peas, beans, corn, asparagus, and many others	Needs can be met by eating two or three servings a day. Both green and yellow vegetables should be included.
Fruits	oranges, apples, cantaloupe, tomatoes, grapefruit, peaches, pears, and many others	Two or three servings daily are needed, one of which should be citrus or tomato, or other fruits or vegetables rich in vitamin C. Especially rich in vitamin C are oranges, grapefruit, tomatoes, cantaloupe, strawberries, and raw cabbage.
Meat, poultry, eggs, and fish	meat (all lean kinds and cuts), fish, shellfish, poultry, eggs	One serving daily of meat, fish, or poultry, plus four or five eggs weekly, with cheese as an occasional substitute, will supply the average person's needs.

Joint Committee, American Medical Association and National Educational Association.

for good teeth and bones, clear skin, glossy hair, firm nails, good red blood, and resistance to disease and fatigue; to promote growth; and to give pep and vitality. For a clear skin and good complexion, you need leafy vegetables, milk, meat, fish, poultry, eggs, whole-grain cereals and breads, butter or fortified margarine, and fruits.

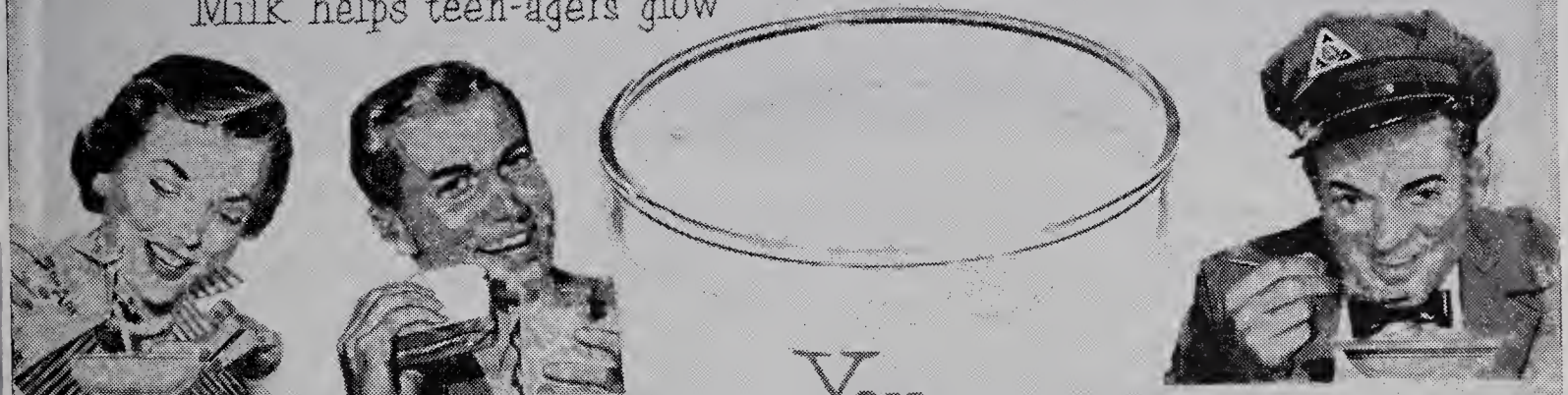




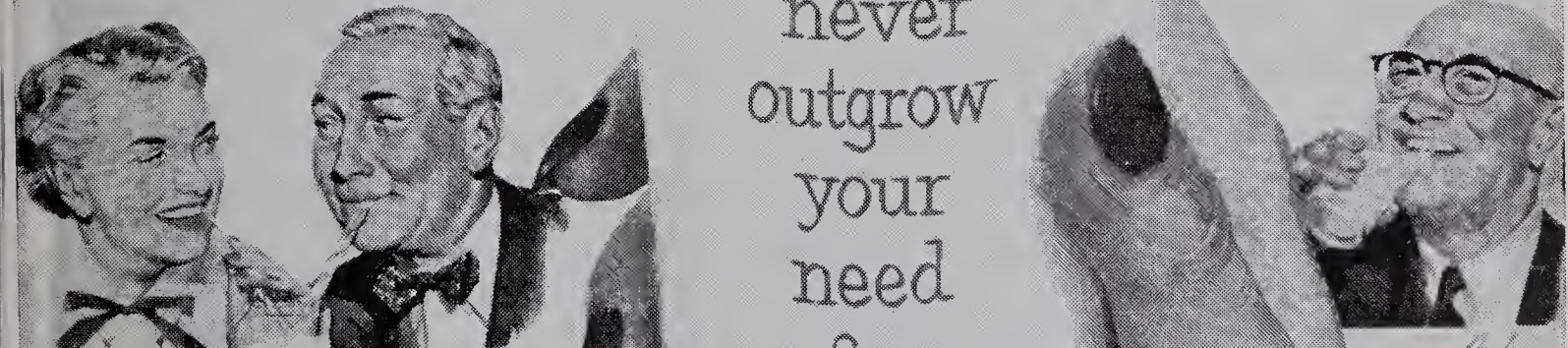
Milk helps children grow



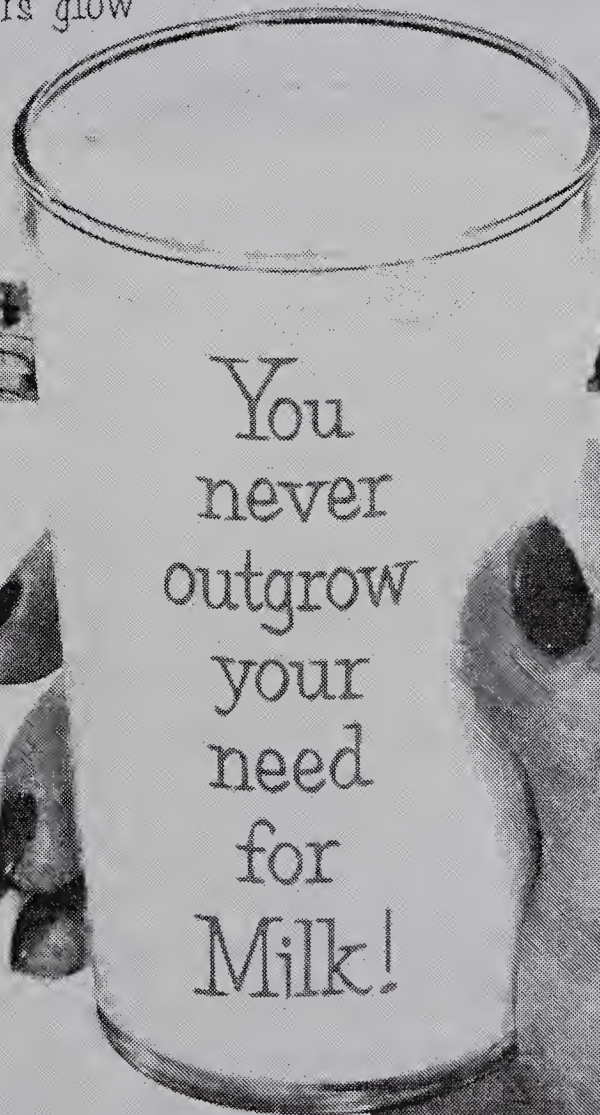
Milk helps teen-agers glow



Milk helps adults go



Milk is time's great foe



AMERICAN DAIRY ASSOC.

Milk is first in foods. It should have a place in the diet of every person from infancy to old age.





PERSONAL PRODUCTS CORP.

*Bedtime routine should include careful cleansing of the face. A clean washcloth or the fingers may be used to work soapsuds into the pores.*

**Waste must be eliminated.** Waste products are being produced constantly in the body. As blood travels through the lungs, it gives up carbon dioxide which is expelled as you breathe. Exercise causes you to breathe deeply and therefore helps to eliminate this gas more readily. The blood deposits other waste materials in the kidneys, from which they are carried to the bladder to be carried away as a liquid called urine. Drinking plenty of water helps to eliminate this waste. You need six to eight glasses of water every day.

Foods that are not absorbed into the blood stream are excreted from the body through the large intestine. This waste also contains bacteria. Regular bowel movements are important. Constipation can ruin a good skin. Foods containing roughage, or cellulose, should be included in the diet every day in order to stimulate the movement of the bowels. Whole-grain cereals and the skin and pulp of fruits and vegetables are the best sources of roughage. These are much better than laxatives.

The skin has tiny openings, called pores, through which water





PERSONAL PRODUCTS CORP.

*A shower bath is refreshing after exercise. Only a daily bath—shower or tub—can keep the body really clean.*

containing other waste products and salts is poured out. Frequent bathing removes these waste materials from the skin and keeps the pores open and clean.

**Cleanliness is required.** To be attractive you must be clean from top to toe. Keeping clean does not require elaborate equipment. A good soap suited to the skin, warm and cold water, and a clean washcloth and towel are all that are needed. A dirty washcloth may rub dirt right back into the pores of the skin as you are trying to wash it out. Scrub the face, neck, and ears thoroughly with a washcloth or with the fingertips. The cloth should be wrung out of warm, soapy water. Wash carefully around the nose, the chin, and the forehead. The pores in these places collect dirt most readily. Rinse off every bit of soap with warm water. Then use cold water to close the pores.

The surface of the skin is being soiled constantly by dust and bacteria in the air, waste that is thrown off in perspiration, and oil from the oil glands. Particles of dead skin are being rubbed off all the time. Only a daily bath can keep the body really clean. Many



homes are equipped so that a person may have either a shower or a tub bath, whichever is preferred. The shower bath is especially good after active exercise or when time must be saved. The tub bath permits more leisurely bathing and a good soaking. Thorough cleansing can be done with a sponge bath if regular bathing equipment is not available.

For any bath the routine is the same. Pin up your hair before getting into the tub, or wear a shower cap. Work up a good lather on the washcloth, and scrub the whole body well. Spots that need special attention are the back, the elbows, the heels, between the toes, and in all crevices on the body. Rinse the soap off thoroughly. If water is plentiful, a second rinsing in clear water is good. Dry the body briskly and thoroughly with a clean towel.

But you are not finished. Rinse the washcloth in clear water, wring it as dry as you can, and hang it and the towel neatly on the rack to dry. Be sure that you clean the tub well so that it is ready for the next person who wants to use it.

**Some skin conditions need special care.** Girls and boys like to develop a good coat of tan during the summer months. The sun-tanning should be done gradually—a few minutes the first day, then increasing the time a little each succeeding day. This method will help to prevent the severe burning and blistering that comes from long exposure to the sun's rays. Sunlight reflected from snow or water can give severe burns quickly. A sunburn lotion may be helpful if it is applied before exposure. Extreme caution should be exercised in using sunlamps, because overexposure may cause serious burns.

Cold winds may dry and chap the skin, and long exposure to sun, wind, or extremes of weather may coarsen it. Frequent applications of cold cream or lotion will help to remedy these conditions by softening the skin.

Blackheads may develop if the skin is not kept clean. Blackheads are dirt that has collected in the openings of the oil glands (pores) of the skin. Sometimes these bits of hardened oil and dirt become infected with bacteria, and a condition known as acne or pimples will result. It is very unwise to squeeze blackheads or pimples, since this increases the possibility of infection. Cleanliness is not the only cure for this condition. Diet plays a very important part. The chief sources of trouble are rich desserts, chocolate,



and other foods rich in fat. The diet should include plenty of green and yellow vegetables and fruits and plentiful amounts of water. If the condition is not helped by diet and cleanliness, a physician should recommend treatment.

Skin that is too oily should be washed with soap and water more than once a day. Very little cream lotion should be used. Leave that for people with dry skin. Elbows and heels need fre-

*Sunburn is painful. Some lotions help to prevent sunburn if they are applied before exposure. Others help to soothe the skin after it has been burned.*

MILES LABORATORIES







PERSONAL PRODUCTS CORP.

*Lipsticks and powder puffs should be used only in the privacy of your own room. They are personal property and are not to be lent or borrowed.*

quent lubrication to keep them smooth. After a bath and at night massage the elbows and heels well with cold cream or lotion. This helps to prevent roughness and chapping.

**Cosmetics can be used intelligently.** Most young girls have a natural beauty that comes with youth and wholesome, healthful living. Few need to use cosmetics to improve their looks. Older women use cosmetics to try to imitate the natural beauty of youth. If used, cosmetics must be selected carefully and must be applied neatly and evenly so that the result is natural looking.

Powder and lipstick are the cosmetics most used by beginners. They should be chosen to suit your coloring. Test the colors on your skin to see which one harmonizes best. Avoid those that give an artificial look. Powder is dusted on ever so lightly. Lipstick is applied lightly to follow the outline of the lips. Rouge is seldom needed by young girls because they have a natural color which is far more attractive. Bright color spots on the cheeks and heavily



coated lips attract attention but usually of the unfavorable kind. Be sure to blot the lips after applying lipstick. This should be done by pressing between the lips a piece of cleansing tissue or paper toweling.

Putting on lipstick or powder should be done in the privacy of the dressing room. Doing this in the classroom or at the lunch table is very bad manners.

Make-up should be removed before going to bed. It may be washed off with water if the skin is normal or oily. If the skin is dry, spread cold cream on the face and wipe it off with tissue. Then wash the face, neck, and ears thoroughly with soap and water.

In purchasing cosmetics, you will find that the most highly advertised are not always the best. Advertising may be misleading. Cold creams can soften and protect the skin, but they cannot feed it. Food for the skin must come from within. Try to find those products which fit your particular needs, and then use them intelligently.

It is very important that toilet articles be kept clean. Powder puffs should be washed or replaced often. A grimy puff rubs dirt into the pores of the skin while putting powder on top. Using lipstick or a powder puff that belongs to someone else, or lending yours to be used, is a way of spreading infection. These articles should be considered as personal and as private as your toothbrush and should be as clean and dainty as all of your other belongings.

### Putting your ideas to work

- 1 Check your day's diet to see whether you had the foods needed for general health.
- 2 Prepare an exhibit of foods that will stimulate elimination.
- 3 What habits of eating are necessary to insure a clear skin?
- 4 Why is it bad manners to apply lipstick or powder at the table or in the classroom?
- 5 Have a demonstration by an expert showing the proper selection and application of powder and lipstick.
- 6 Movie stars often endorse soap and cosmetics. What does this suggest about the relationship of skin care to attractiveness?
- 7 Have a panel discussion on this question: "What can we do to help a girl who does not think body cleanliness is important?" For a panel you will need a chairman and about four panel members. Preparation must be made in advance for a panel discussion. The group meets and plans an outline for the discussion. Each member of



the panel is responsible for developing one phase of the topic, but there are no set speeches. The chairman asks questions of the panel members to bring out the points planned. The members ask questions of each other, carrying on a discussion among themselves. The chairman summarizes what has been said.

- 8 Prepare a bulletin board displaying what you will call "Nature's Cos-

metics." Place a table under the bulletin board and arrange the two as a unit. Connect the two displays with yarn or ribbon. For this display of nature's cosmetics you could put milk, carrots, oranges, potatoes, lettuce, and the like on the table and connect them with brush, comb, powder, lipstick, soap, and other ordinary cosmetics grouped about a mirror on the bulletin board.

### **How can you keep your hair glossy?**

Healthy, shiny hair is a crown of glory for a girl. No matter what color it is or whether it is straight or curly, if it is clean and neatly and becomingly arranged, it can make a plain face beautiful. Hair that is dull, lifeless, oily, dirty, and straggly will detract from even the prettiest face. Glossy hair depends on two things: good general health and good regular care. Good health requires plenty of sleep, regular exercise, and an adequate diet. For smooth, glossy hair, fruits, vegetables, whole-grain cereals, meat, eggs, and milk must be included in the diet. Hair needs to be clean to look its best. Dust, dirt, dandruff, and oil dull the hair.

**Hair beauty begins with brushing.** Daily thorough brushing removes dust, loose hair, and particles of dry skin from the scalp. Brush the hair with firm, strong strokes. Begin at the roots and brush to the ends. Lift up a small strand of hair at a time and brush well along each section. Hair experts tell us that we should brush our hair at least 100 strokes every night. Holding the head down helps to get at the hair underneath and improves the circulation of the blood in the scalp.

**Hair is nourished by the blood, and brushing stimulates the flow to the roots of the hair.** A daily few minutes of massage of the scalp is good. Place the fingers firmly on the scalp, and use a circular motion to move it. Use the ends of the fingers, not the fingernails. Slide the fingers to different places so that the scalp will be massaged all over. The scalp will tingle when you have done a good job.

**Brushes and combs are important.** Get yourself a comb and a good, stiff brush, and keep them for your own use. Unless the brush



is stiff, it will not remove the dust and loose particles of skin, and it will not stimulate the scalp. The comb should be a good one with smooth teeth so that they will not catch the hair or scratch the scalp. A light-colored comb will show the dirt quickly and remind you to wash it. A little ammonia in the water will loosen quickly the dirt in the brush and comb.

Besides the daily brushing routine, the hair will need an occasional combing during the day to keep it in place. This combing should be done in the lavatory. Combing your hair in the classroom or at the lunch table is unsanitary and is offensive to other people. Getting hair into other people's food or on their belongings is inconsiderate. Would you like it? Never borrow nor lend a comb. Germs can be transferred in this way.

**Shampooing should be frequent.** The type of hair you have will determine how often you should wash it. If it is oily, it will need a shampoo at least once a week. If the hair becomes dusty from the playground or work or if the head perspires from exercise, wash it. Dirty, oily hair has an offensive odor.



BEST FOODS

*Glossy hair, bright eyes, smooth skin, and pretty teeth are evidences of good diet. Bread and butter is a better snack than sweets.*



This is the way to shampoo your hair:

### SHAMPOO

- 1 Brush the hair thoroughly to loosen dry scales and remove dust.
- 2 Wet the hair well with warm water.
- 3 Apply the shampoo best suited to your type of hair. If soap is used, it should be dissolved in water. Never apply a bar of soap directly to the hair. Rub the shampoo well into the scalp. A stiff brush may be used around the edges.
- 4 Rinse well.
- 5 Repeat the lathering.
- 6 Rinse very thoroughly again and again. A strong spray is good if available. The last rinse water may contain a little vinegar or lemon juice. This helps to remove any traces of soap. It is thorough rinsing that gives the hair the glossiness you want. Clean hair will squeak if it is pulled through the fingers while wet.
- 7 Partially dry the hair with a clean turkish towel. Comb the tangles from the hair while it is still damp.

**Hair may be styled.** Straight hair that is clean and glossy can be beautiful, but waved or curled hair is more becoming to most girls. Waving loosens the hair and gives a softer look around the face. Styles change, but usually curls are more popular with girls. Unless you have naturally curly hair, some kind of so-called permanent wave or curl will make the hair easier to manage. These waves give body to the hair and are not harmful if the hair is in good condition and if directions are followed exactly. Severe damage to the hair may result from not following directions.

Even hair which has had a permanent wave will need to be set after each shampoo. You can pin-curl your own hair. It is easy to learn, but it does take a little practice to set an attractive wave. For pin curls, part the hair in even rows. With a comb, pick up even strands of hair. Roll each strand in a circle around the finger, turn it in the direction you want the curls to turn, then pin the curl flat to the head. To make a wave, turn each row of curls in the opposite direction from the previous one.

The hair sometimes may need to be pinned up between shampoos. For this setting, the strand of hair may be rubbed with a piece of cotton that has been dipped in cologne. The alcohol in



the cologne removes some of the oil from the hair. Make the curls in the same way that you make them after a shampoo. These pin curls will dry more quickly than those dampened with water. Remember that this part of your toilet-making is for the privacy of your home. Pin curls are not appropriate for public appearances.

Hair grows about a half-inch a month, and it grows faster in the summer than in the winter. This means that a visit to the barber or beauty shop is needed for trimming, shaping, and thinning the hair. Very few people can cut their own hair. Hair styling is based on a good haircut suited to the individual. The shape of the face should determine the haircut. Choose the one that is most becoming rather than the one that is most in vogue at the time.

### Putting your ideas to work

- 1 Make a report to the class on the relationship between general health and the condition of the hair.
- 2 Have a demonstration of the proper method of brushing the hair.
- 3 Prepare an exhibit of brushes and combs. Discuss the good and bad points of each article.
- 4 Practice giving a shampoo to each other in the class.
- 5 Have a demonstration of the setting of a wave with pin curls.
- 6 Try arranging your hair in several different styles to find the one that you think is the most becoming to you.

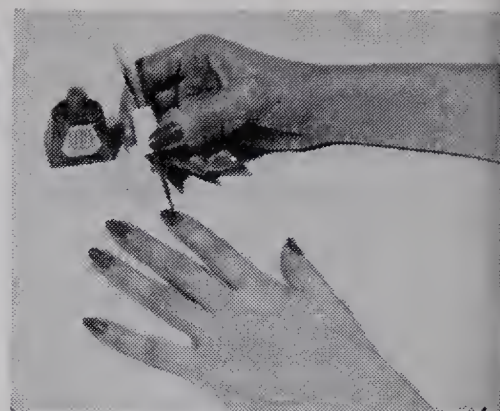
### How will you care for your hands and nails?

Have you ever noticed how prominent hands are? You use them in so many ways—writing, eating, working, playing, even in helping to emphasize points in your conversation. Hands tell stories about you. Are you proud of the story your hands tell?

**Regular care is necessary.** Hands that are admired most are those that look well cared for. Cleanliness is the first requirement. Since hands are in such constant use, they pick up dirt and germs easily. Frequent washing is important, especially before eating or handling food and after going to the toilet. Since dirt lodges under and around the nails, scrub these parts well with a brush. Lather the hands thoroughly with soap, rinse, and apply a second lather if needed. Rinse well and dry. There should be no dirt left on the towel if the hands are really clean. While drying the hands, push back the cuticle around the nails with the towel.

Because frequent washing with soap and water dries the skin, the hands chap easily. Lotions and hand creams used after wash-





PHOTOS FROM CUTEX

**1** File your nails to the shape you prefer after removing old polish.

**2** Push back the cuticle by using an orangewood stick with cotton lightly wrapped around the tip.

**3** Apply nail polish in two thin coats.

ing help to keep the hands smooth and soft. Apply cream at night, and wear cotton gloves to protect the bedclothes.

The fingernails probably are the first part of the hands to be noticed. Their cleanliness, length, and color show whether they are well cared for. Nails should be filed or cut, not chewed off. Nail biting is an indication of nervousness and a lack of the poise which is so necessary for an attractive person. The fingernails, like the hair, are nourished by the food which is carried to them by the blood. Fruits, vegetables, and milk in the diet help to keep nails healthy.

**A manicure gives a finished look.** The sooner you learn to give your nails correct, regular care, the prettier your hands will look. A manicure carelessly done detracts from one's appearance. Here is a simple, step-by-step procedure:

#### **MANICURE**

- 1 Remove old polish with a piece of cotton soaked in oily polish remover.
- 2 Shape the nails with a file or emery board. File from each side toward the center. Do not file too far down on the sides. The shape of the nails should match the shape of the fingers. If nails are filed too short, they do not protect the ends of the fingers; if they are filed too long, they break easily and are hard to keep clean. Extra-long nails look like claws.
- 3 Soak the fingers in warm, soapy water for a few minutes. Apply cuticle remover all around the nail and under the rim of it. Press



the cuticle back with an orange stick tipped with cotton. Wipe away loosened cuticle with a towel. Do not cut the cuticle, although ragged edges may be trimmed with manicure scissors. Ragged edges may form a hangnail which is a good place for infection to start.

- 4 Rinse hands thoroughly.
- 5 Apply polish if desired. Two coats of liquid polish thinly applied will last longer and will dry more quickly than a single thick coat. Use a light stroke down each side and then down the center of the nail. Select the color of the polish carefully. The brighter the color, the more conspicuous the nails will be and the more important it will be to keep them in good condition. If colored polish chips off, it shows more readily than a clear polish will. The vivid colors are more appropriate for dress occasions; the clear, transparent polish is better for school. Cream or powder polishes are rubbed on and polished with a buffer.
- 6 Massage the hands from wrist to fingertips with a good lotion or cream.

While discussing the care of nails, a few reminders about the toenails are in order. Their care is an important part of good grooming, too. Present-day fashions in shoes make the toenails nearly as conspicuous as the fingernails. They should receive as regular and as careful attention. A pedicure resembles a manicure in every respect except the shaping. Toenails should be cut straight across, not rounded at the edges. If the nail is cut too far down at the sides, the flesh folds over and painful ingrown nails may result.

**Hand-care equipment is simple.** Tools used for the care of the hands and nails are simple but essential. Warm water, mild soap, a good nail brush, a towel, hand lotion, and a manicure kit are needed. The manicure kit should contain emery boards, manicure scissors, cuticle remover, orange stick, polish, and polish remover. Keep the tools clean and for personal use only.

### Putting your ideas to work

- 1 Observe a classmate or teacher for 15 or 20 minutes. Notice how many ways she uses her hands.
- 2 Have all of the class members take turns manicuring one another's fingernails.
- 3 Assemble the tools needed for the care of your nails. Keep them in a box for your personal use.
- 4 Discuss ways of overcoming the habit of nail biting.



## **How do you care for your teeth?**

We all agree that a girl is more attractive when she smiles. If, however, the teeth are discolored, broken, irregular, or dirty, the attractiveness of the smile is lessened. The whole facial expression may be affected, speech impaired, and health injured. How is your smile?

**What you eat matters.** Teeth are formed in the early years following birth and up to about eight years of age. It is then that proper diet is most important. Once the teeth are formed, diet seems to have little or nothing to do with preserving them. The balanced diet that is needed for good general health is needed also for preserving the health of the gums and the bones of the jaw. This balanced diet should include eggs, meat, fish, poultry, or cheese; vegetables; fruits; butter or fortified margarine; whole-grain cereals and breads; and, of course, milk.

Scientific research has established the fact that the cause of most tooth decay is the action of bacteria in the saliva on sugar. The fermentation caused by the action of the bacteria produces an acid which is capable of dissolving the enamel of the teeth, starting a cavity.

Starch and sugar are important parts of the diet because they furnish energy for activity. Most people, however, could reduce greatly the amount of sugar they consume and establish other energy-giving foods in its place. Although no one would suggest that it be eliminated entirely, dentists have proved that reducing the amount of sugar will result in decrease of tooth decay.

The frequency of sugar intake may be even more harmful than the amount of sugar eaten. If eaten often, the acid is in almost constant contact with the enamel. Candy, soft drinks, and chewing gum are the chief offenders here, because they usually furnish sugar between meals. If food is necessary between meals, a glass of milk or a piece of fresh fruit is better than candy or soft drinks.

**Daily care is necessary.** Teeth should be brushed regularly and thoroughly. Brushing improves their appearance and helps prevent decay by removing food particles from between the teeth. The length of time that the acid from fermentation is in contact with the enamel of the teeth determines its harm. The greatest damage seems to be done within fifteen minutes after eating. This means





1 Clean the outside surfaces of the upper back teeth.



2 Clean the inside surfaces of the upper and lower back teeth.



3 Clean the inside surfaces of the upper front teeth.



4 Clean the outside surfaces of the lower back teeth.



5 Clean the outside surfaces of the upper and lower front teeth.



6 Clean the inside surfaces of the lower front teeth.



7 Clean the grinding surfaces of the upper and lower teeth.

*This series of pictures shows the seven essential steps in brushing the teeth. This method is the one that has been approved by dentists.*

PHOTOS FROM THE  
AMERICAN DENTAL ASSOCIATION



brushing the teeth immediately after regular meals and between-meal snacks is very important. Since people are away from home much of the time, teeth cannot be brushed after every meal or snack. Rinsing the mouth thoroughly with water after eating will help remove particles of food which may cause decay.

Toothbrushes should have fairly stiff bristles with even tufts. Use a small brush and toothpaste or tooth powder. An inexpensive dentifrice can be made from a mixture of one part of table salt and two to three parts of baking soda. This tooth powder is recommended by many dentists.

There are three main reasons for thorough brushing of the teeth. The first reason is to remove food particles from between the teeth and from the crevices of the chewing surfaces. The photographs on page 37 show the following way to brush:

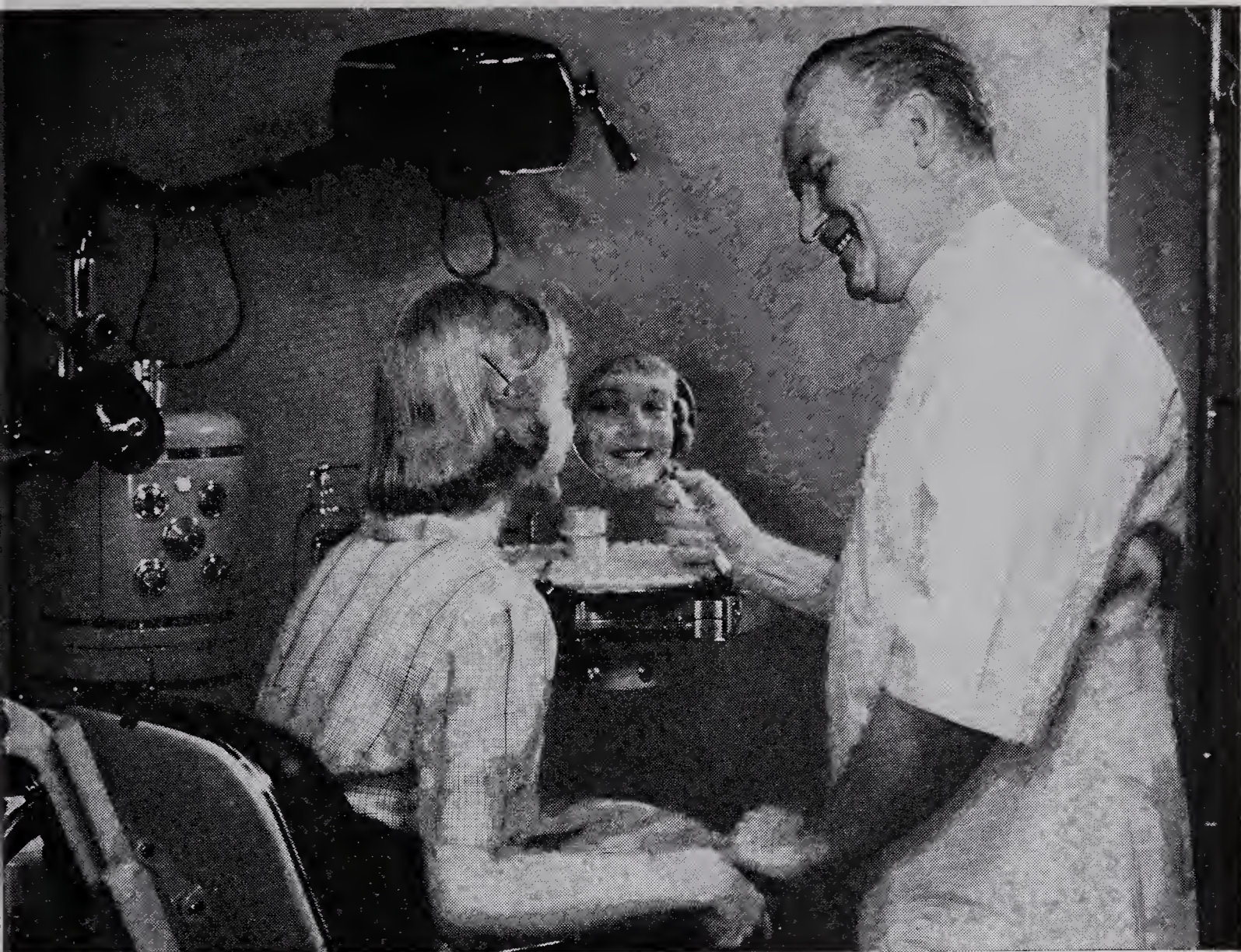
Brush the upper teeth with a downward motion; brush the lower teeth with an upward motion; brush the surfaces next to the cheeks and the tongue as well as the chewing surfaces; brush the grinding surfaces with a sweeping motion. The surfaces of the teeth may be cleaned in this order:

- 1 Upper back teeth next to the cheeks
- 2 Upper and lower back teeth next to the tongue
- 3 Upper front teeth next to the tongue
- 4 Lower back teeth next to the cheeks
- 5 Upper and lower front teeth next to the lips
- 6 Lower front teeth next to the tongue
- 7 Grinding surfaces of the upper and lower teeth.

The second reason for brushing the teeth is to help prevent tartar deposits from forming on the teeth. Tartar is a hard crustlike substance that is deposited on the surface of the teeth near the gum. It is made up chiefly of the mineral salts from saliva. Accumulated tartar becomes discolored and makes the teeth look dirty and unattractive.

The third reason is to help to keep the gums in good condition. Soft, spongy gums that bleed easily are unhealthy gums. A well-balanced diet will supply the food material needed by the gums. Citrus fruits and tomatoes are good sources of the vitamin C which the gums need.





FAMILY CIRCLE

*This girl knows that the dentist is her friend. She makes regular visits to him to have her teeth examined.*

**Regular visits to the dentist prevent trouble.** Do not wait until you have a toothache before visiting your dentist. During the teen years teeth seem to be especially susceptible to cavities. Probably this is closely related to the number of sweets eaten. If you visit the dentist regularly, he will discover beginning decay when it can be repaired easily. Brushing, no matter how well done, does not prevent all formation of tartar. Regular visits to the dentist should be made for more thorough cleansing than can be done with a brush.

Regular visits to the dentist also help to prevent diseases of the gums and the bones supporting the teeth. Such diseases are called periodontal diseases. A common term for one of the periodontal diseases is *pyorrhea*. If this disease is allowed to go unchecked, it may result in the loss of teeth.

Sometimes when the permanent teeth come in they are out of position, overlapping, or protruding. Specialists called orthodontists



can correct such malformations. Irregular teeth may make it difficult to chew the foods necessary for good health. Wearing bands on the teeth may be uncomfortable, but the beneficial results will make it well worth while. Well-spaced teeth in the correct positions add greatly to an attractive appearance.

### **Putting your ideas to work**

- 1 Have your school nurse or a dentist talk to the class on care of the teeth.
- 2 Check your diet to see whether it contains the foods necessary to preserve the health of your teeth.
- 3 Keep an account for several days of the amounts and the kinds of foods that you eat between meals at times when it is not convenient for you to brush your teeth.
- 4 Have a committee report on the relationship of bad breath to improper care of the teeth.

### **Do your eyes sparkle?**

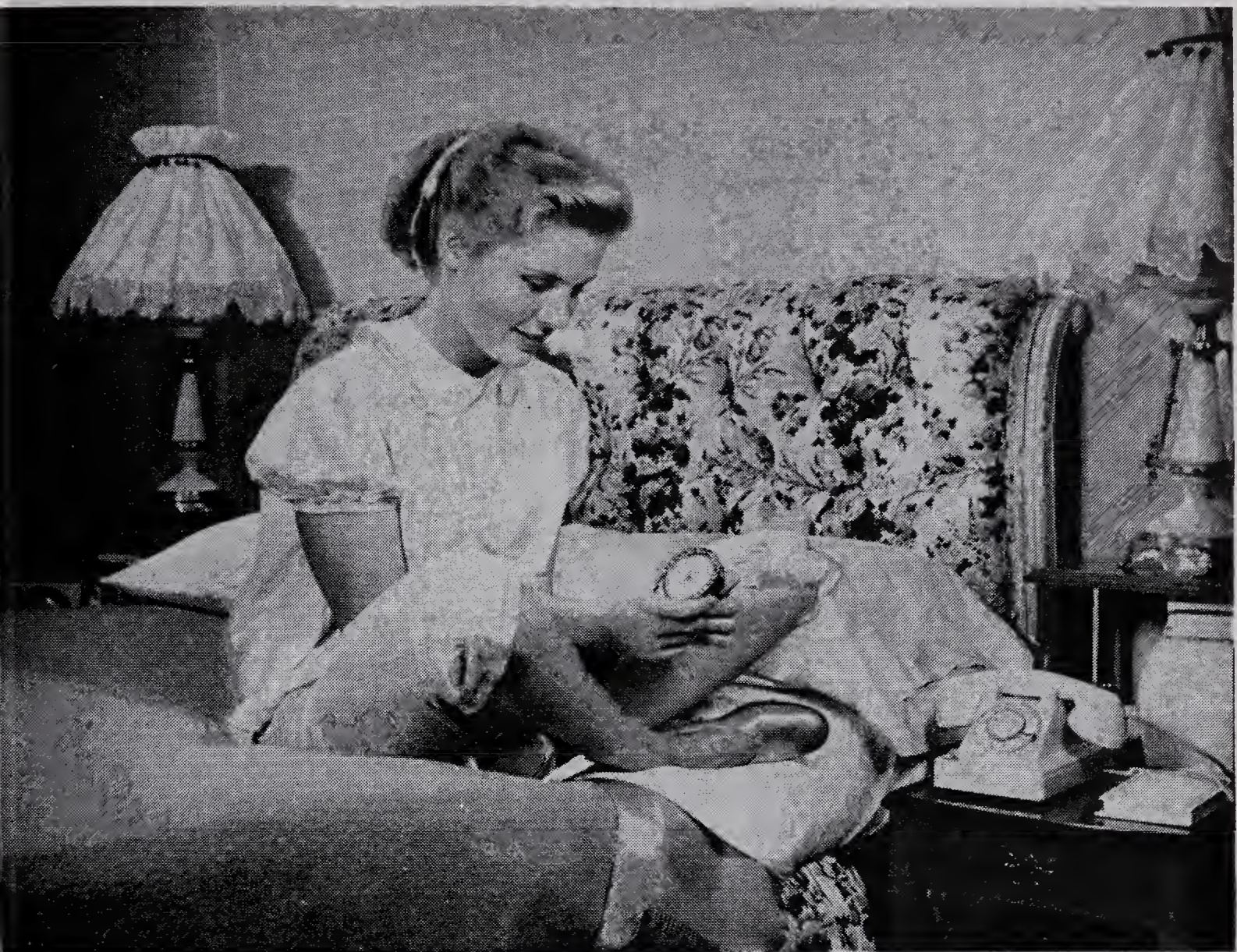
Your eyes are windows of your personality. Eyes—sparkling, calm, honest, soft, gentle—tell people about you. You express yourself through them. You can smile with your eyes as well as with your mouth. They are one of your most priceless possessions. Through them you get a great deal of what you learn. Much of your pleasure comes to you through them. Every minute that you are awake, your eyes are working for you.

**Eat an adequate diet.** Healthy eyes are lovely eyes. The health of your eyes reflects your general health. Eyes, like every other part of the body, need food of the right kind and the right amount. To keep your eyes working efficiently, you need a well-balanced diet of milk, eggs, meat, fish, plenty of green and yellow vegetables, and fruits.

Have you ever come out blinking from a dark theater or gone into a dark theater from bright outdoor light and been unable to see? Eyes normally take some time to adjust, but if this time is unusually long, perhaps a deficiency in diet is responsible. Butter, fortified margarine, and yellow fruits and vegetables will help to supply this deficiency.

**Get plenty of sleep.** Since your eyes are continually in use while you are awake, it is important that you provide rest periods for them. When you are sleepy, your eyes are dull and lifeless and the eyelids are droopy. Sleep provides the most satisfactory rest for the eyes. Since habits are easily formed, you will find that one of the best





PERSONAL PRODUCTS CORP.

*Regular hours of sleep are important. Arising time should be early enough to allow for a good breakfast and careful grooming.*

habits is to get to bed at a regular time each night. Boys and girls of teen years need nine to ten hours sleep every night. The best conditions for sleep are found in a room that is quiet, dark, and well ventilated.

Sit with the eyes closed for a few minutes several times a day. These frequent, short rests are soothing to tired eyes. Another way to rest the eyes is to shift them from close work to distant view. Gaze across the room or out of the window at the sky. If you have a long stretch of reading to do, break it into two or three shorter periods, with a change in the focus of the eyes between periods.

**Prevent eyestrain.** Every modern business considers it necessary to provide rest periods and good working conditions for its employees. Your eyes are workers, and you should provide good working conditions for them. While reading or writing at a desk or table, the light should come from the left and behind, if you



are right-handed, and from the right and behind, if you are left-handed. This will prevent shadows from falling on the work.

Any kind of glare is harmful to the eyes. Eyes adapt themselves, within bounds, to bright lights, but too much light enters the eye when there is a glare. Sunlight on snow or water often causes injury to the eyes as well as to the skin. Light on shiny paper strains the eyes. Trying to read print which is too fine or where the light is poor puts undue strain on the eyes. Reading on moving cars or buses or watching unsteady motion pictures is difficult.

Watching television is responsible for much eyestrain and headache. Strain may be partially avoided by sitting directly in front of the screen but not too close to it. Break the watching periods either by closing your eyes or by shifting your gaze to other objects in the room.

Not all eyes are alike in the distance they can see. Some people are farsighted, some are nearsighted. This means that the eyes are either too long or too short from front to back to get a sharp focus. The attempt to see with this blurred vision is a strain and may cause headaches or burning and itching eyes. Properly fitted glasses are needed to correct this condition.

Good posture is important for good eyesight. Sit erect, with the work about a foot to a foot and a half away and in a straight line with the vision. If work cannot be seen well at this distance, probably you need glasses. Reading while lying down is a strain because the focus is at an angle. Frequent headaches, dizziness, nausea, and a general tired feeling are often signs of eyestrain.

**Protect the eyes.** The eyes have some natural protections. They are set back in the face so that they are protected by the nose, cheekbones, and forehead. The eyebrows help to shade the eyes and should never be plucked so close that this protection is lost. The eyelashes keep out dust. The upper lids close automatically if anything approaches the eyes. Tears are produced in glands under the upper lids and keep the eyes moist and clean. As a rule, these natural protections are all that are needed. In certain hazardous occupations or sports, additional protection is needed.

If you are to be exposed to strong glare for any length of time, tinted glasses are a protection. Such glasses should be of good quality, for as much harm can be done by poor glasses as by the glare.



Poor-quality colored glasses are uneven and have flaws that cause blurs in the vision.

Sometimes dust or another foreign object gets under the eyelid. If tears do not wash it out, it will have to be removed skillfully. Great care should be taken in doing this.

**Wear glasses when needed.** As you grow, your eyes change. Regular eye examinations are necessary to correct any deficiency that develops. General health conditions, as well as eye defects, are often detected through examinations.

Some girls refuse to wear glasses even when they are needed because they think glasses spoil their looks. Squinting and scowling because you cannot see are more unattractive than glasses. Today's glasses are becoming. The wearer may select frames to suit herself. She has a choice of colors, shapes, and materials. Glasses can be an important aid to attractive appearance.

Since you want glasses to help you see better, as well as to improve your appearance, they must be cared for properly. They must be kept clean. If they are dirty, vision is blurred and the glasses are unattractive to look at. If not worn all the time, glasses should be kept in a case so that they will not get scratched. In putting glasses down, lay them on the bows, not on the lenses. Have an oculist or optician straighten the frames occasionally. Crooked frames throw the lenses out of focus.

### **Putting your ideas to work**

- 1 Have your eyes tested by the school nurse, a teacher, or an oculist.
- 2 Demonstrate the proper position for reading or writing.
- 3 Check the hours you sleep for one week. Evaluate the results.
- 4 What truth is there in the belief that carrots are good for the eyes?
- 5 Does lack of sleep show in other telltale ways besides in the appearance of the eyes?
- 6 If it is necessary, rearrange the furniture in your study space so that the light will fall upon your work at the proper angle.
- 7 Have a person qualified for first aid show you how to remove a foreign particle from under the eyelid.

### **How can you have a pleasing voice?**

This world would be a dreary place if we could not talk to one another. Communicating through written or printed words and pictures does not take the place of speaking. Your voice does not affect your appearance, but it does affect the impression you make



on other people. Your friends learn to recognize you by your voice. Developing a voice that is pleasant to hear and easy to understand will be to your advantage. Anyone can do it if he so desires. How does your voice sound to others?

**Breathe correctly.** The lips, teeth, tongue, and vocal cords are not the only factors that influence speech. The organs that have to do with breathing—lungs, nose, throat, and sinuses in the head—also help. Deep breathing provides air enough so that you do not get out of breath easily. Good posture allows the lungs to expand and fill with air. As the air leaves the lungs, it passes over the vocal cords in the throat, causing them to vibrate, thus producing sounds.

When you force the air out of the lungs, you make loud sounds. When you are tense and excited, your voice becomes high pitched and squeaky. When you have a cold, the air space is lessened and the voice is husky or muffled. Swollen tonsils or adenoids obstruct the air passages in the nose and throat cavities and make breathing difficult. They also give an unpleasant nasal twang to the voice.

**Relax muscles.** When you are angry, upset, or excited, all your muscles become tense. The muscles in the throat tighten and the air passage is reduced. This gives a shrillness to the voice. Teen-age boys and girls in groups often let their voices rise to shrieks. If you want your voice to be pleasant to hear, you must learn to control your emotions and allow tense muscles to relax. When you get overtired, your voice reflects that tiredness by being dull and lacking in enthusiasm. Rested, relaxed muscles allow the breath to come easily, and the voice has energy and interest.

**Use variety of pitch and tone.** A pleasant voice is not monotonous. Variety of pitch and tone adds emphasis and interest to your speech. You would soon tire of hearing one note on the piano repeated over and over. That is not music, just sound. So a voice that has no “up-and-down” quality is not musical. Facial expressions and gestures help to get your ideas across when you are with people, but over the telephone or on the radio you must be able to use your voice to tell your story. Sometimes the tone of voice has more meaning than the words themselves.

**Speak clearly.** If speech is to be useful in passing your thoughts to others, it must be understood as well as heard. Speak slowly





H. ARMSTRONG ROBERTS

*Excitement is expressed in many ways. Boys and girls often show their enthusiasm at school events by yells and shrieks. Hoarseness and even permanent injury to the vocal cords may be the result.*

enough so that every word is separate. Running words together makes understanding difficult. Mumbling is another handicap to speech. Many sounds need free movement of the lips, and unless the lips are relaxed so that they can move freely, speech is muffled and hard to understand. If what you have to say is worth hearing, practice until you can speak clearly.

### Putting your ideas to work

- 1 Have a tape recording made of your voice. Study it to see where corrections are needed.
- 2 Say "yes" and "no" in as many different ways as you can to give a variety of meanings.
- 3 Discuss the difference between pronunciation and enunciation.
- 4 Listen to voices on the radio and on television. Explain why some are pleasant and some are unpleasant.



## **What care do your clothes need?**

You have spent much time discussing the care of the physical personality. Clothing, too, needs time and attention. A clean, attractive body deserves clean and well-kept clothes. If your clothes are neat, clean, and appropriate, they can add much to the impression you make. Clothes are often the first thing that is noticed about a person.

**Change from school clothes to home clothes.** Most girls like to have at least one dress that is kept for dress-up or for special occasions—a “Sunday best” it is sometimes called. If it is worn to school or for everyday, the dress loses its newness and its special quality. In addition, it probably would look out of place or too dressy for everyday school wear.

The clothes that a girl wears to school should be kept for that purpose. If school clothes are not changed to more appropriate clothes for work or play, they soon become soiled and shabby-looking. Odors from cooking sometimes are absorbed by clothes and may be objectionable to others in the schoolroom next day. Wearing jeans, slacks, a playsuit, or a wash dress around the house is more comfortable. These home clothes should be as clean and attractive as those worn to school.

**Wash some garments every day.** Frequent washing is necessary for all garments worn next to the body. Panties, bras, and socks should be washed after every wearing. Blouses, sweaters, girdles, and slips may not need daily laundering, but they should be washed frequently. They may not look soiled, but they have absorbed perspiration and body odors and are not clean.

Daily washing is important. Allowing soiled clothes to accumulate is undesirable for several reasons: perspiration and dirt injure fabrics if allowed to remain for any length of time; odors accumulate and the clothes closet gets a stuffy smell; it is easier to wash clothes that are not so dirty. Teen-age girls can do their own washing of these personal garments.

Nylon and rayon hose and underwear should be washed in lukewarm water with mild soapsuds. Squeeze them gently in the hands instead of rubbing them. Cotton socks and undergarments may be rubbed on a board if necessary. Rinse all garments two or three times in clear water. Care should be taken to prevent snag-



ging hose on rough surfaces, rings, or broken fingernails. Drying may be hastened by rolling garments in a towel to remove some of the water before hanging them on the line to dry. If the garments are to be dried indoors, they may be placed over hangers and hung before an open window in your room. The bathroom belongs to the family and should not be cluttered with personal laundry.

**Sweaters need a special kind of care.** Before washing a sweater, lay it flat on a paper and mark the outline with a pencil, or lay it on a bath towel and mark the outline with pins. This serves as a pattern to be used when stretching the sweater to the correct size after washing. Wash the sweater as you would wash hose, in lukewarm water and mild soapsuds. Handle it carefully, squeezing it instead of wringing or twisting. After rinsing the sweater in enough changes of water so that all the soapsuds are removed, squeeze out as much water as you can. Roll it in a turkish towel and press gently to remove as much water as possible. When it is partially dry, spread the sweater out on the pattern that was

ENTS' MAGAZINE



*Wash a sweater by squeezing it gently, first in soapy water, then in several clear waters. Do not twist or wring it.*



made, stretch it till it is of the proper measurements, and allow it to dry slowly.

**Brush and air heavy clothing.** Coats, dresses, hats, and other garments which are not washable require special attention. First they should be thoroughly brushed, then hung for several hours outdoors in bright sunlight. The sun acts as a disinfectant and kills germs, and the fresh air removes odors. Dry cleaning, which is expensive, will be needed less often if clothes are aired this way. If woolen clothes are to be stored, they should be cleaned first to be sure that moth eggs are destroyed. Moth worms are likely to feed on clothing materials which are spotted with food.

Stains should be removed from clothing as soon as possible. They are untidy looking. The longer the stain remains, the harder it will be to remove and the more damage it will do to the material. In order to remove spots safely, you must know what caused the stain and what kind of material the garment is made of. Cleaning substances may cause more damage to the material than the stain itself. Water will remove many stains, such as blood, fruit juice, and those caused by sugar from soft drinks and sirup. Chewing gum may be scraped off easily if chilled thoroughly with ice.

Unless stains can be removed with water, leave them for an adult to remove. There are cleaning fluids on the market, but they need careful handling. Danger from fire, explosion, and inhalation of fumes is too great a risk. If a garment is soiled very much by spots or accumulated perspiration, a complete dry-cleaning job is needed. Reliable cleaning shops have experts who know how to do this work safely.

**Press to look fresh.** Wrinkled garments detract from a well-groomed appearance. Many dresses and skirts need pressing after each wearing. The material the garment is made of determines the method of pressing. Press cotton and linen on the right side for a glossy finish or on the wrong side for a dull finish. The iron must be hot but not so hot as to scorch the material. Press rayon and silk on the wrong side of the material. The iron should be only warm, because a hot iron will injure or destroy the fabric. Press woolen material on either side, but always keep a pressing cloth over the material. This pressing cloth usually is dampened. Use a fairly hot iron, but do not run the iron over the material as in regular ironing. Lift the iron from place to place. The steam



that is formed loosens the fibers of the wool and removes matting and wrinkles.

Press the sleeves and collars of a dress or blouse before the dress is slipped over the board. If a slip or blouse has lace trimmings or ruffles, iron them before the rest of the garment.

**Use hangers and protectors.** Hangers for skirts, blouses, dresses, and coats are essential if these garments are to be kept in proper shape. They also prevent wrinkles, unless the hangers are crowded so close together on the hooks or rack that the garments wrinkle each other. Hangers are inexpensive. They may be made at home from cardboard, thin boards, wire, or rolled newspapers or magazines. Fasten skirts or slacks to wire hangers with spring clothespins or safety pins. Be sure when coats and dresses are placed on hangers that the shoulders are correctly adjusted to the hangers so that the garment will not hang out of shape. Close slide fasteners on skirts and dresses when putting the garments on hangers.

Use protective covers to keep dust and dirt from dresses and coats that are not worn often. They may be made of cotton cloth, plastic material, or heavy paper. They should be slightly longer and wider than the garments to be covered, so that they can be slipped over easily and not wrinkle the garments beneath.

To keep their original shapes, place hats in boxes or on hat stands on the closet shelf. Shoe racks or bags fastened to the closet door or a shelf will keep shoes off the floor. If left on the floor of the closet, shoes get dusty and may be scuffed. Party or dress shoes which are not worn frequently may be kept in a box on the shelf.

Gloves should be pulled into shape when they are removed from the hands. Place them in a glove box or in a special section of the dresser drawer. Washable gloves or mittens should be washed frequently, perhaps after each wearing. Belts should be rolled up and kept in a special place or box.

**Mend to save time.** Clothes of the finest materials and design if not kept in good condition can look cheap and make the wearer look untidy and poorly dressed. Pins have their place, but when they are used where there should be buttons, hooks, or snap fasteners they are out of place. A girl should have her own mending basket or box in her room. This should contain the sewing equipment she needs often to keep her clothes looking tidy. The equip-



ment should include needles, thimble, scissors, thread of several colors, hooks and eyes, snap fasteners, and the like. If snaps or buttons are sewed on as soon as they come off, the garment will be ready when it is to be worn again.

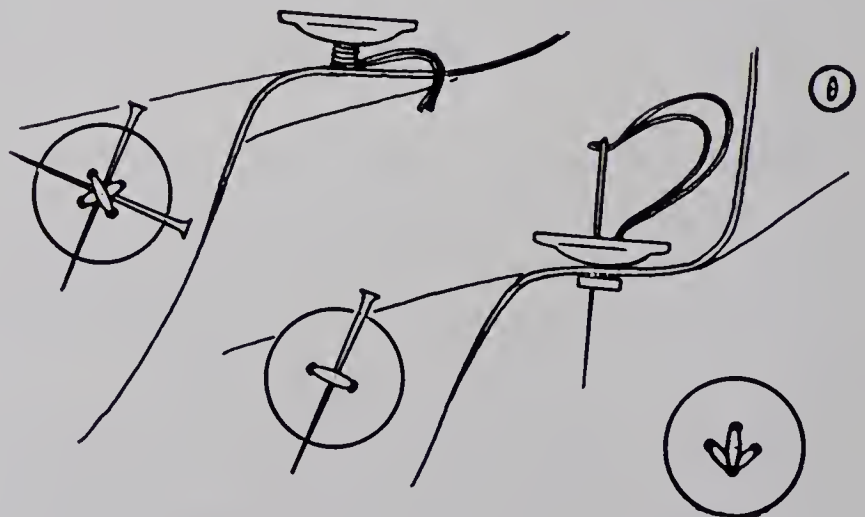
### REPLACING BUTTONS

- 1 Mark the correct position of the button with a pin.
- 2 Use a double thread. Push the needle through the material at the place marked by the pin. This puts the knot in the thread on the right side of the material and it will be hidden by the button.
- 3 Place the button on the mark with the holes parallel to the buttonhole.
- 4 Bring the needle through the cloth up through one of the holes in the button. Push it down through another hole. Repeat this five or six times. Place a pin on top of the button and sew over it. This provides enough slack thread for a shank to hold the button away from the cloth. Remove the pin. Bring the needle up under the button and wind the thread around the slack threads several times. This shank should be long enough so that the buttonhole will fit smoothly under the button. Fasten the thread on the wrong side of the material with several small stitches.

For buttons with four holes, the stitches may be made parallel, criss-cross, or fan-shaped. For shank buttons, sew the shank directly to the cloth. No slack thread is needed for this button.

*Replacing buttons.*

SPOOL COTTON CO.



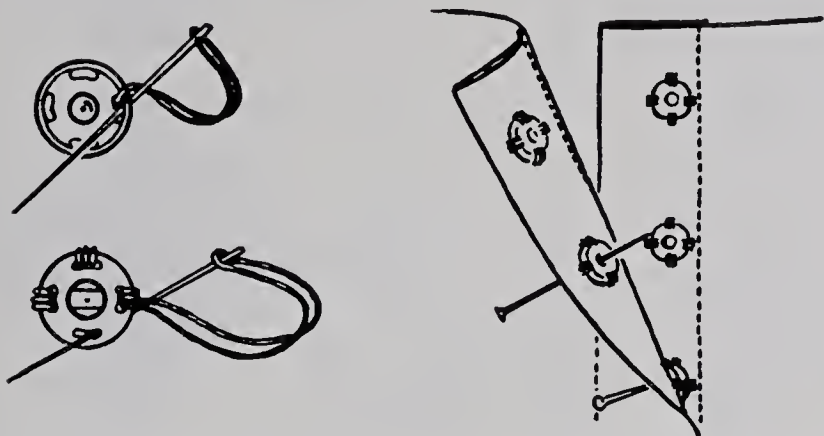
### REPLACING SNAP FASTENERS

- 1 Locate the correct position and mark it with a pin. The ball part of the snap belongs on the under side of the closing.
- 2 Use a knotted single thread. Sew through each of the four holes



in turn, taking small, even, overhand stitches. Put the needle under the snap when going from one hole to the next.

- 3 Fasten the thread on the wrong side under the snap.
- 4 Carefully mark the place for the socket part of the fastener and sew on this part in the same way as the ball part.

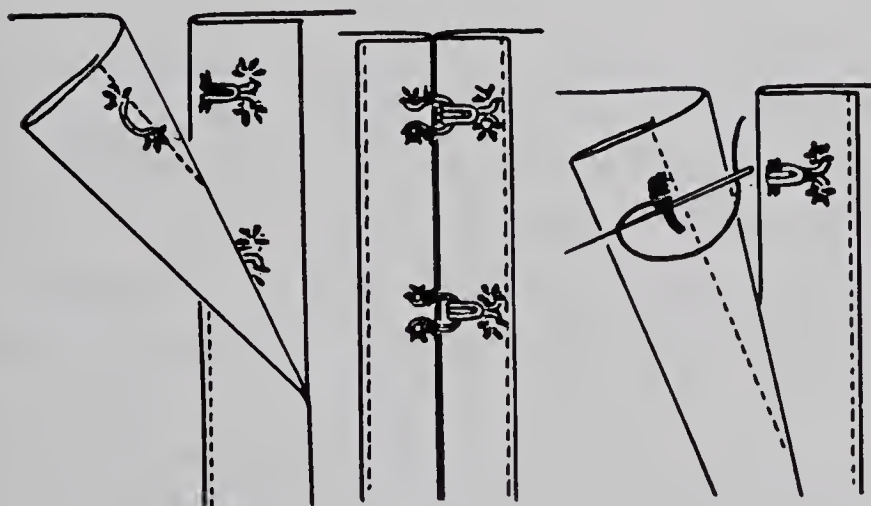


*Replacing snap fasteners.*

SPOOL COTTON CO.

### REPLACING HOOKS AND EYES

- 1 Locate the positions for the hook and eye and place pins where the rings of the hook and eye are to be.
- 2 Use a knotted single thread. Sew through the rings of the hook and eye as was explained for snap fasteners. In addition, sew at the end of the hook to hold it firmly to the cloth.
- 3 Fasten the thread firmly on the wrong side of the cloth.



*Replacing hooks and eyes.*

SPOOL COTTON CO.

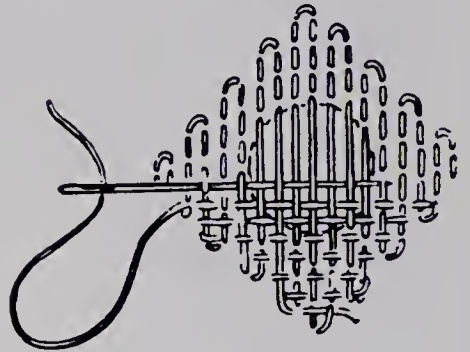
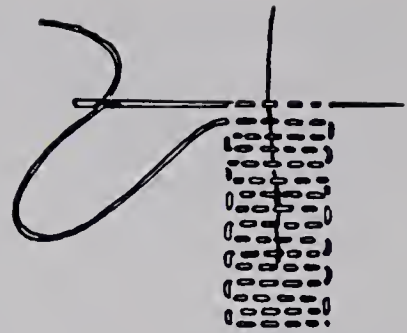
### DARNING

- 1 Use thread that matches the garment in color and in weight. Do not knot the thread.
- 2 Trim away ragged edges around the hole to be darned.
- 3 Start the darn as far away as the material seems worn. Take tiny running stitches in even parallel rows, lengthwise of the material. Continue until all the worn place is covered with thread.

*(continued on next page)*



- 4 Turn, and in the same way fill in the threads in the opposite direction, weaving over one thread and under the next.
- 5 Be careful not to draw or pull the thread so tightly that it will pucker the darn. Avoid forming ridges that may cause blisters on the skin.



SPOOL COTTON CO.

*Darning.*

#### **MENDING RIPS AND TEARS**

- 1 Sew rips in seams by hand or on the sewing machine. Straight tears may be sewed in a fine seam on the wrong side of the material.
- 2 Mend uneven tears by patching or darning. Darning can be done neatly by using a raveling of the material as the thread. The procedure is the same as for darning. (See above.)
- 3 Replacing worn or torn material with new material is called patching. Be sure that the pattern of cloth and the thread used for patching match the garment.

**Protect clothing from soil and weather.** If it is necessary to wear school or dress clothes while working around the house, protect them by wearing an apron. Even housedresses should be protected, as aprons are easier to wash than dresses.

Raincoats and hats are protection not only for your clothes but for your health as well. Rain clothes are made of various materials which do not absorb water, thus keeping the clothes dry. If clothing gets wet, the body gets chilled, and illness may result. Garments which are wet from rain should be changed for warm ones as quickly as possible. Rubberized, plastic, and waterproofed materials which keep out moisture also prevent the circulation of air. Air is needed to carry away moisture and odors from the body. Good waterproof garments have air ventilators, but, even so, they should not be worn except when necessary. Children should not sit in school or in a movie for several hours while wearing rubber garments.

Galoshes and rubbers keep the feet dry and warm and protect



the shoe leather. These overshoes should not be kept on indoors. When not in use, they should be scraped free from mud and washed well so as to be ready for use when needed again.

### Putting your ideas to work

- 1 Wash a sweater, following directions in the text.
- 2 Sew a button on either a garment or a sample of material. A snap fastener. A hook and eye.
- 3 Make hangers out of as many different materials as you can. Prepare an exhibit of hangers, shoe trees, dust protectors, and other closet equipment.
- 4 Prepare a skit entitled "Getting ready for school."
- 5 Set up some plan to help you improve your care of your clothing, such as: a weekly schedule for repairs; fines for wearing clothes with rips, tears, or missing fasteners; rewards for consistent good care.

### How can you keep clean and dainty?

Keeping neat and clean makes you look and feel well. Perhaps you have been concerned about how all these good grooming needs can be met in the busy days you have. The way to do this is to make a schedule and to stick to it.

**Schedule time for personal care.** Some people think that a schedule is a restriction and that it takes the fun out of life, but few people object to a regular schedule of eating and sleeping. A plan for giving regular attention to personal needs will allow more time for other activities. In the daily schedule will be such responsibilities as bathing, brushing the hair, cleaning the fingernails, and brushing the teeth. Weekly schedules will include the shampoo, the manicure, and the pedicure. If these needs are met regularly, there need not be a rush to get ready when an unexpected, interesting invitation comes along.

**Underclothing should be changed daily.** Clothes worn next to the skin absorb body odors and perspiration. There is little sense in bathing and then putting on soiled clothing. If possible, have several garments of each kind, because sometimes washing cannot be done every day.

**Have clothes ready to wear.** Both daily and weekly schedules should include checking clothes for needed repairs. Pressing, mending rips and tears, sewing on buttons and fasteners, and darning are part of the regular care that clothes need. Shoes must be cleaned



or polished. Soles and heels of shoes may need to be repaired. Planning in the evening what is to be worn the next day and checking to see that all parts are ready will save time in the morning. Ribbons, ties, belts, or other accessories should be checked and set out so that they may be easily accessible.

**Use deodorants.** The daily bath is not enough for complete protection against offensive odors. Soap and water cleanliness is obtained, but as soon as the bath is completed odor from perspiration begins to form, especially under the arms and between the toes.

Perspiration glands are operating all the time, day and night, summer and winter. You are not always conscious of this because so little moisture remains on the body. The odor is there nevertheless. Physical activity such as exercises in the gym, tight clothing, warm weather, excitement, and nervousness all increase the amount of perspiration and odor.

NOXEMA SKIN CRE



*A deodorant used between the toes and on the soles of the feet will help to prevent perspiration odors. The feet perspire freely, and the daily bath is not enough.*



You do not know always when you may offend others by this odor. Your own sense of smell may not be sensitive because you are used to it. Another person may notice it at once. Walk into a classroom where a test has been given or into a gym or locker room after a class, and the odor is noticeable. It would be harmful to check this perspiration entirely, as the body temperature must be regulated. Deodorants neutralize odors so that they are not offensive.

The final step in the daily bath is the application of a good deodorant. Not all deodorants are effective for all people. A good one should be lasting and nonirritating to the skin. It should not interfere with normal production of perspiration or be harmful to clothing. Find the one which is most effective for you and then use it regularly.

**Take special care during menstruation.** The old idea that one should not bathe during the menstrual period has been abandoned. Medical authorities now say that there is greater need to bathe during this period than at any other time. There is an increased tendency toward body odors during menstruation.

A shower or a sponge bath may be preferred to a tub bath. The water should never be cold. The use of a deodorant is doubly important. A light application of it to the sanitary pad is an added protection against offensive odors. Frequent changing of pads is important.

**Smell sweet.** Soap and water give a clean smell, but you often want an additional, sweet smell. Fragrances should never be used to cover up an unpleasant odor. They should be applied after the body and clothes are clean.

Sachet is used to scent the body, clothes, or personal belongings. Sachet pads may be kept in dresser drawers with the underclothing. The pleasing odor is absorbed by the clothes. Cologne is a weak fragrance. It usually is put on the body. Toilet water is a stronger, more lasting fragrance. Perfume is a concentrated fragrance. A drop or two of perfume is sufficient to use. Perfume in a solid or stick form is an easy, convenient method of applying body fragrance.

Fragrance in any form should be used sparingly. Heavy fragrance may be as objectionable to others as body odors. Application



of perfume is most effective if made at pulse areas. These areas are on the wrists, inside the arm at the elbow, and on the neck just below the ears.

### Putting your ideas to work

- 1 Discuss the problems of bathing in the home, such as insufficient hot water, too many people to use the bathroom, and the like. Make a schedule for the use of the bathroom in your home which might help to solve your problems.
- 2 Pretend you are a girl who is unhappy because she has no friends. Act out some of the reasons why she does not have friends.
- 3 Investigate some of the old-fashioned ideas about hygiene during menstruation. Your mother and grandmother can help you. What are the modern ideas about this?
- 4 Make daily and weekly schedules for your own personal grooming.
- 5 What is the difference between a deodorant and a nonperspirant? Compare the costs and effectiveness of liquid, powder, paste, and stick deodorants. Decide on the one best suited to your needs.
- 6 Discuss desirable habits in connection with the use of public lavatories and restrooms.

### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 19, corresponding to the numbers of the words given below. After each number, place the letter of the definition which best fits that word. *Do not write in the book.*

- |                 |   |
|-----------------|---|
| 1 awkward       | A Full of deceptive or enticing charm.        |
| 2 cleanliness   | B Method of moving in a course of action.     |
| 3 complexion    | C Useless expenditure; rubbish.               |
| 4 cosmetics     | D To cleanse and treat the hair and scalp.    |
| 5 cuticle       | E Pose of figure or model.                    |
| 6 deodorant     | F Care of hands and nails.                    |
| 7 glamorous     | G Priceless possession.                       |
| 8 manicure      | H To perform often; systematic exercise.      |
| 9 perfume       | I Hue or appearance of the skin.              |
| 10 perspiration | J A knitted jacket.                           |
| 11 posture      | K Fluid secreted by sweat glands.             |
| 12 practice     | L Sweet-smelling substance used for scenting. |
| 13 procedure    | M External applications intended to beautify. |
| 14 schedule     | N State of being clean.                       |
| 15 scientific   | O Carried through to completion.              |



- 16 shampoo      P Established by research.  
17 sweater      Q Clumsy; wanting in ease and grace.  
18 thoroughly   R Masking or destroying offensive odors.  
19 waste        S To excite or spur on.  
                    T Hardened skin around the base of the nails.  
                    U Timetable; a statement of times of recurring  
                    events.

*A FURTHER TEST: After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Can you have fun at home?

Have you noticed how much more interesting and exciting life is becoming every day? Growing up certainly is an adventure! When you begin junior high school, the familiar ways of the earlier grades are changed. New subjects—or old subjects with new names—take your attention. You have outgrown arithmetic and reading; now you study mathematics and English.

You look at the girls and boys who have been your playmates and classmates. Suddenly, you realize that Nancy is taller than the rest, almost a young lady. She is not interested in the books or games that most of you enjoy. Bob's voice sometimes squeaks and surprises you.

You take last winter's coat from its summer storage, try it on, and find it uncomfortably tight, with sleeves above your wrists, and much shorter than you remembered it. You are amazed as you realize that it is not the coat that has changed but you who have grown.

One of the pleasures of growing up is the new attitude that you have toward people. You become more and more interested in others because of the qualities they have as persons. Having many friends and enjoying good times with others become increasingly important to you.

Children usually take their homes and families for granted. The world they know is centered in themselves so much that they accept mother, father, and home as existing only for their own benefit. This is true, not because children are selfish, but because they are thoughtless. As you grow, you see family members as persons, each one interesting because of his traits and attitudes and dear because of the experiences and memories you share.





H. ARMSTRONG ROBERTS

*A tiny infant feels the security and love that surround him. He learns to love and smile in return. He develops a happy personality.*

You realize that home is the place where you can talk over the experiences that have been unpleasant or bewildering. There may be some laughter or some teasing about your problems, but you know that there is also understanding and help. You have a new appreciation of your family and your home as the place where you are loved and where it is fun to be.

### **What does your home do for you?**

You know that the family gives you a place to live where you are protected from extremes of heat in summer and cold in winter. Food is supplied for your hunger and pleasure; clothing is provided to cover your body. Families satisfy many other needs that are not so easily seen.

**People want to be loved.** Everyone is born with a desire to be loved by other persons. Babies respond to the love that mothers



and fathers express in their smiles and caresses. It is so important for babies to feel the love of those who care for them that nurses in hospitals and foster homes are told to be sure to give their tiny charges t.l.c. (tender, loving care). Without this, babies do not thrive and become healthy personalities.

Parents continue to love their children, guiding and teaching them so that desirable traits such as dependability, honesty, and courtesy are developed. If a girl or boy has some traits that are not pleasant or good, parents help to overcome them. It is because they love their children that they call attention to the undesirable actions. If parents did not love their children, they would not care what traits were developed.

**People want to belong.** There is no feeling that makes one quite as miserable as the feeling of loneliness and being left out. If you have ever moved to a new school where everyone was strange, you know how strong is the wish to be taken in by some group to do the things that they do.

The family is one group in which all members usually feel a sense of belonging. Home is a place where you may go and be received with love when other groups have not been interested in you or have even shown dislike.

**People need to blow off steam.** You may think sometimes that people with desirable personality traits never get angry. That is not true, however, for anger is as natural a trait as the desire for love and belonging. People cannot help feeling angry when their plans are spoiled by someone's lack of consideration. They have a right to be angry when they see another person being treated unjustly.

Feelings of anger may be expressed in many ways. As people grow up, they learn to control the feeling and do not fuss when it will accomplish no good. It does help, however, to have someone who understands and will listen to your troubles. Family members, because of their love for each other, will listen and help the angry one to get a better view of his problems. It is important for everyone to be able to talk out his difficulties.

**This means parents too.** Adults, as well as children, need the safety valve of being able at times to say what they think. This does not mean that anyone is free to lose his temper whenever things do not please him and to make everyone else uncomfortable. It does mean that in the family there is greater freedom than



among friends and acquaintances. It means also that every member should be given sympathetic hearing as he needs it. Many times just talking it over clears the problem.

### **Putting your ideas to work**

- 1 Try to do some role-playing in class. This is a combination of acting a part and discussing a problem. If you play another person's part, it helps you to understand his feelings.

There are no written lines to learn or read. The group selects a situation that involves a common problem. Members describe the characteristics of the persons in the situation and ask for volunteers for the roles or parts. The person who is to handle the situation leaves the room while the others plan what they will say. The role-playing should last only two or three minutes. It should be followed by class discussion of such questions as, "What made each person act as he did?" and "What

might be other solutions to the problem?" Perhaps you will want to repeat the play and try some of the suggestions made in the discussion.

Try this situation: Sue's mother and father have planned a family outing in the mountains. It will take all Saturday afternoon. Sue would rather go to a movie with her best friend Judy. Her mother is disappointed. You take it from here and act out the situation.

Class members may suggest other common problems in family life to be analyzed by means of role-playing.

- 2 Invite three or four mothers to join an equal number of girls in some panel discussions. The following topics might be used:

"But you don't understand."

"How can we give Dad t.l.c.?"

### **Are you really growing up?**

Getting tall is growing up in one sense, but that is not all there is to becoming an adult. Young people are eager for the independence that grownups seem to have. In fact, they are so eager that they often resent being told what to do; they wish to make their own decisions before they are ready.

The home is a perfect place for children to show that they are becoming adult. In this atmosphere of love and understanding they can try new skills, with parents there to lend a helping hand at first and gradually to withdraw that help as it is no longer needed.

**Accepting responsibility is the first step.** There are many household tasks that are suited to the abilities of young people. A girl can care for her own room, set the table for meals, wash dishes,



watch foods baking in the oven, or do any one of dozens of other tasks.

In doing these, she has the opportunity to show whether or not she is growing up. If her mother must remind her frequently that the job should be done, or if it is done under protest and with grumbling, then the girl is showing that she is still too young to be trusted with self-direction or independence.

**Taking pride in doing your share is a step.** On the other hand, a girl who takes pride in being a self-starter plans for time to do her regular tasks and voluntarily does additional jobs that need to be done. She does not have to argue with her parents in an attempt to prove that she is old enough to have some independence.

**Finishing what you start is a goal.** Little children are interested in an activity for only a short time; then they want to change. As a person becomes older, interest can be held for a longer time. A girl who wants to prove that she is growing up will complete a job that she starts.

Occasionally, a girl begins to clean her room, gets everything out of place and in complete disorder, and then goes off with a friend who suggests some entertainment. Such a girl often protests that she is not allowed to do what "all the girls do." How old would you rate this girl?

**Skill makes work more interesting.** Tasks that a girl assumes as she grows up may be difficult and uninteresting if she has not learned a good way of doing them. There are efficient methods for doing all kinds of work. Bedmaking and dishwashing, two common tasks in the home, may be systematized so that they may be done quickly, with less effort, and with a greater sense of satisfaction in having done a good job. Thus a girl can show that she really is growing and gain more time for herself as well.

### **Putting your ideas to work**

- 1 Make a list of ways in which a girl of junior high school age can show her parents that she is growing up.
- 2 List the tasks that need to be done daily and weekly in your home. Place beside each task the name of
- the family member who has done that job the past week. Talk over the list at home, and plan a way to distribute and exchange these assignments.
- 3 List skills needed in homemaking that you would like to learn. Which ones are of common interest for the whole class?





H. ARMSTRONG ROBERTS

*Brother and sister are doing their share in caring for the house. They show that they are growing up by taking responsibility and completing a task.*





H. ARMSTRONG ROBERTS

*Occasions for sharing work and exchanging confidences are among the happiest experiences for the family. Members become really acquainted with one another.*

### **Do you know your family?**

How well acquainted with your parents are you? Do you know their lives as well as you know the life of your favorite movie or television star? You probably are surprised at such a question. You have lived with these people all of your life; of course you know them! You may be surprised to find what interesting people your own family members are when you really become acquainted.

**Parents grew up too.** Everyone has a past. All adults were children once, and in growing up they passed through all the stages that you have. Perhaps your parents lived in different places and in houses not like the present one. Their schools may have been like yours or very different.

What did they do for fun? Did they enjoy swimming and sports? What books did they read? How did your father get started in the kind of work that he does? How did your father and mother meet? What was their wedding like? Where did they make their new home together? No story that you can read will



be as fascinating as the one that your family members can tell about themselves.

Some girls may find in the lives of their families histories of suffering and sorrow that they have not understood because they have been too young. Now they will appreciate the loneliness of a parent who was left without a mate or the love of a stepparent who cared for children not his own.

**Grandparents are personalities.** Many homes have grandparents or other members of the older generation living in the group. They have even more interesting experiences to relate, because they have lived a longer time. They have a special love for you and for their children, who are your parents.

Show your interest in them and enrich all of your lives. If, because they are so much older, they seem not to understand your ways and seem to be critical, work harder at becoming acquainted with them and trying to see their viewpoint. You and your family will be happier.

### **Putting your ideas to work**

1 Gather photographs of your parents at different ages. Make drawings of events in their lives for which there are no pictures. Mount these photo-

graphs and drawings to make a family album.

2 Enlist the help of your grandparents or other relatives to write a history of your family. Listen and take notes on the stories that are told to you; then write the history.

### **What do you do for your family?**

You begin to understand the care your family has given you, and you realize that you have a debt to repay. As you learn more about the people with whom you live, you become more eager to contribute your share to their pleasure.

**Giving love and appreciation counts.** The easiest way to make people happy is to let them know that you love them and appreciate what they do for you. Dad may pretend that you are a nuisance when you kiss him, but he likes it just the same. Mother enjoys having a hug as you tell her how good the dinner tasted.

It is so easy to accept without a word of thanks new dresses, clean clothing, a lift in the family car, or a treat for you and your friends after school. It is not that you do not appreciate these services, but you have not outgrown the childish habit of accepting



them as a matter of course. Brothers and sisters show their love by helping with jobs, doing little services, and "standing up for" each other.

**Making others proud is worthwhile.** Parents are proud of every achievement of their children. The reason for this pride may be as simple as the quiet behavior of a little child during church service or as important as the winning by an older girl of a merit badge or a scholarship. Generosity in sharing with others, pleasant disposition in the home, friendly attitude toward the neighbors are only a few of the traits of their children that make parents happy.

Earning good grades in school, having a part in the class play, and being elected to a club office are other sources of pride for family members. Baking a cake or finishing the dinner when mother is delayed or interrupted will give both parents great satisfaction. No matter what your talents, there are many ways, large and small, in which they may be used to contribute to the sense of pride in the family.

**Sharing plans is fair.** As young people begin to go out with their friends and enjoy social affairs apart from their families, they often are thoughtless about telling their plans. Sometimes boys and girls even resent questions being asked before they start away from home for a few hours.

Parents want their children to have fun with good friends. In fact, fathers and mothers enjoy hearing about the good times of young people as much as if they had been there themselves. Tell them where you are going and what you are planning to do. Afterward, you will find that your enjoyment is doubled when you describe the affair.

**Bringing new ideas adds interest.** Young people are gathering new and interesting information every day of their lives. Even though their everyday lives may seem humdrum, there are adventures to be found in going to school, in studying, in assembly programs, in seeing movies, and in books and magazines. They have a great deal to contribute to the pleasure of others in the family by telling their experiences. There are some topics that will be of special interest for a visit with grandparents after school. The dinner hour is usually the best time to share the happenings of the day, the time to hear what others have done and heard, and the time to tell about new items that have been learned.



Friends invited to your home are interesting to the entire family. Each one brings a different point of view and adds something to the fun of the group.

**Co-operating with family plans is expected.** Nothing is as disappointing as having carefully made plans disrupted. When the family is going on an outing, all members should co-operate to do their parts in carrying out the plan. Being enthusiastic and entering into the fun increases the pleasure for everyone.

### **Putting your ideas to work**

- 1 Make a list of interesting subjects that you can talk about at dinner.
- 2 Plan a week-end vacation for your mother, even if she stays at home. What can you do to lessen or take
- 3 Plan with your family an outing to a place you have always enjoyed. The library, an exhibit, or a building that is unusual will prove interesting.

over her work? Are there activities that she would enjoy if she had the opportunity?

### **How do you earn money?**

Happiness in a family depends upon the people more than upon the house, furnishings, food, clothing, or any other factor in the life of that family. Money and the way that it is used, however, have great influence on the household and the people who live there.

**Money is the source of needs and pleasures.** In modern life it is necessary to have money to exchange for almost all the material things that are needed. In the early days of our country families produced everything for themselves. Their cereals, vegetables,

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*The dining table is a center of family life. Here members should relax and enjoy pleasant conversation.*



and fruits were grown on their own land; milk came from their own cows; their chickens, cattle, and sheep furnished meat. Wool and flax were made into yarn and thread and woven into clothing and blankets. Nearby trees were cut to supply wood for building houses and for fuel. Simple gatherings of family and friends furnished entertainment.

Now more things are required for living. Houses are more comfortable; telephones, radios, television sets, and automobiles are common equipment. A variety of foods, many of them produced in distant places, are purchased. Clothing and textiles are manufactured in factories more often than they are made in the home. Money is necessary to obtain all of these necessities and luxuries.

**Father earns money.** The main family income usually is earned by the father who works in some business, trade, or profession. Some kinds of work require hard, muscular effort; others mean long hours of standing or walking; some require great skill. There are types of work for which a person is seated at a desk all day but for which mental effort and concentration are required.

In all occupations workers must get along with people and adapt themselves to the wishes of others. Every type of work has its interesting phases. It can give the worker great satisfaction but, at the same time, be tiring and monotonous.

**Mother earns money.** Many mothers work outside the home to support the family or to earn additional money to increase the income. Whether she does such work or not, a mother earns money for the family by her work in the home. If someone had to be hired to do the cooking, sewing, cleaning, washing, nursing, and innumerable other services that mothers perform, a great deal of money would be necessary.

Many families would not have enough money to pay directly for these services, but they enjoy the benefits of all of them because the mother gives them. In addition, mothers use good judgment in buying foods, clothing, and furnishings so that greater values are obtained from the money that is spent.

**Children can help.** Children contribute to the household by performing many services. Even very little children can put away their toys and thus save the time and energy of older persons. As they grow, children can do more for the family by helping with many kinds of work around the home.



One of the important ways in which young people contribute to the family finances is by careful use of things that cost money. Every article of food, clothing, and equipment may be used wisely or may be wasted, depending upon the thoughtfulness of the user. Some children carelessly leave scattered about pencils, books, skates, coats, and other articles and cannot remember where they were left. Every school has a collection of unclaimed gloves, gym shoes, aprons, pens, wearing apparel, and even eyeglasses. All of these valuable articles cost a part of some family's income and will require more money for replacement.

Children usually want to earn money as soon as they are old enough to do so. It is good training for them, and the money earned may go into the common fund for the family the same as the money earned by the father or mother. Occasionally, of course, the money earned may be used to buy things that the child wants for himself; in this way, he is spending his own money for things he wants rather than depending upon his family. For the most part, money should not be considered the property of the child who earned it any more than the father thinks of his earnings as belonging only to him.

### **Putting your ideas to work**

- 1 Figure the cost of hiring people to do all the work that usually is done by the mother of a family.
- 2 Find out what your father does at

his work by asking him to tell you about a typical day.

- 3 Have a committee visit the school lost-and-found office. List the unclaimed items, and estimate their value. Write an article on the subject for the school paper.

### **How can you stretch your money?**

Every individual and every family have many more things that they want or activities they would like to do than their money will provide. Besides the daily needs, families with children want to give them education, travel, and recreation.

**A plan for spending is necessary.** If money is spent for every article and activity that appeals, it is soon gone, and there may be many other needs and wants not satisfied. The best way to stretch money to provide every need is to make a plan for spending.

Items such as rent or taxes for the house, gas, electricity, and



telephone bills are listed. Sums are allowed for groceries, clothing, laundry, gas for the car, and similar items. The family considers how much they will contribute to church and charity. A sum is set aside for savings so that there will be money for the purchase of some expensive item in the future or for emergencies such as illness.

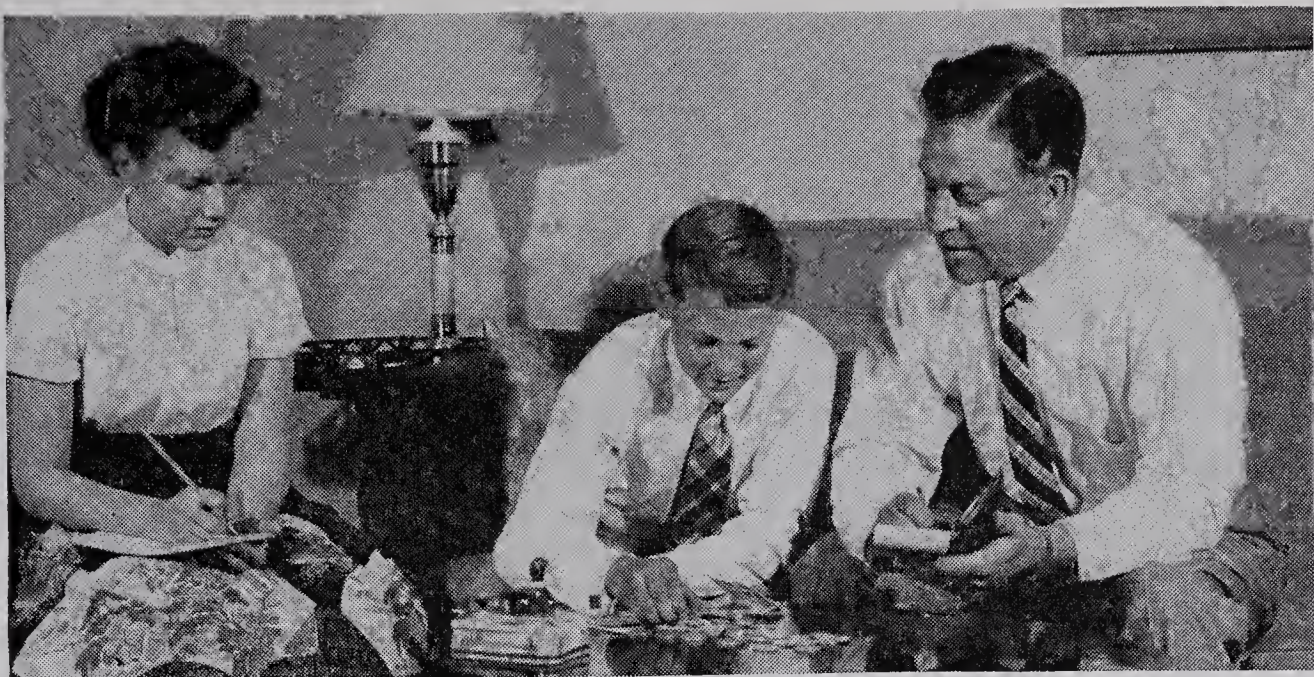
If any money remains after all necessary expenses are considered, it is used for savings or for other items in the plan. If there is not enough money for everything that is desired, then a decision must be made as to which expenses will be reduced or omitted. If the family wants to buy a television set or is eager for a vacation trip next year, then they may decide to give up movies for the winter. Have you ever wanted a new dress or shoes and heard your mother say, "Maybe next month. We can't afford it now"? This shows that she has a plan for spending.

**The entire family makes the plan.** Since every member of a family contributes in some way to the total income and since everyone shares in the use of goods that are purchased, it seems right that all should have a part in making the plan for spending. Some parents find it easier to figure out the entire plan themselves than to explain it to the children. Boys and girls who understand the problems of making the money stretch over all the needs usually are allowed to co-operate.

**Children should learn to use money.** Money has little value for young children who prefer to have a nickel rather than a dime because it looks larger. They soon learn that money may be spent to buy things. Probably the best way to learn to use money is to have a set sum, called an allowance, that is received at regular intervals. With an allowance, children learn to plan for the items that are wanted and to make money last until the next payday.

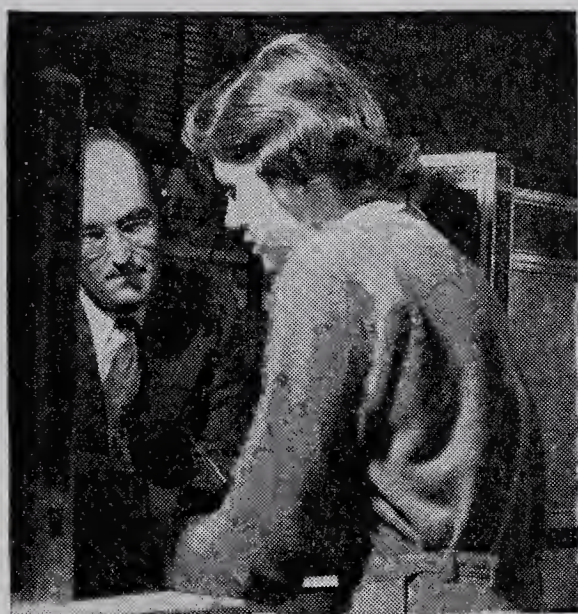
Usually children start with a very small allowance, perhaps only ten cents a week to be used for Sunday school and for candy. As they become older, the money is increased and is used for more items. Some girls in the seventh grade who have had experience in handling smaller allowances have enough money each week to buy their lunches and even some of their own clothing. This is a splendid way to learn to take your part in using the family income wisely.





H. ARMSTRONG ROBERTS

*Top: Sister and brother are talking over family finances with their father. It takes planning by all members to provide for the needs and wants of everyone.*



*Left: Making deposits in a savings account is a good habit. It helps a girl to have money for something she wants in the future.*

*Bottom: Father and children have a Christmas surprise for mother. Keeping their secret has been fun, and now the entire family will enjoy the result of their planning and saving.*

PHOTO BY JOHN GUTMAN  
PIX AND PARENTS MAGAZINE

HAMMOND ORGAN CO.





## Putting your ideas to work

- 1 Make a plan for spending your allowance. If you do not have an allowance, make a plan to show your parents the advantages of your having one.
- 2 Keep an account of the money that you spend during a period of two weeks. Does your plan for spending need revision?
- 3 Make a plan for saving money for something that you want in the future. Find the cost of the thing that you want; then decide the amount of money that you can put aside every week. Are there ways that you can increase the amount that you plan to save?

## How does your family have fun?

Each family has its own special kinds of fun because the members know each other so well. They have memories about each other and little jokes that are not known to people outside the group. Just being together can be fun without having any special entertainment.

**Mealtime is fun time.** In many families, mealtime is the only opportunity for all members to be together. When the father must hurry off to work and the children to school, there may not be time for much conversation at breakfast, but dinner should be a time for sharing all the pleasant happenings of the day.

Get in the habit of storing up bits of news about school activities, people who talked to you, things that you saw, and events that you are planning to discuss at dinner. Give others a chance to tell you about their experiences, and soon you will find this time together will be one of the happiest hours of the day.

**Working together is fun.** It never is as interesting to work alone as it is to work with one or two other persons. Regular household tasks, such as washing dishes or helping with the cleaning, provide times for real companionship as people share work and take pride together in their accomplishment. Mother and daughter enjoy doing a bit of sewing together or father and daughter enjoy weeding the garden, since these jobs provide perfect times for sharing real confidences and explaining exactly what you think about certain questions and problems.

**Stay-at-home nights are fun.** There are many opportunities in a home for members to have fun, because they live together and there is no need for invitations, trips, or expenses for a party. At times, when a few persons want to conduct some quiet activity,





*The entire family enjoys an evening of recreation planned by one of its members. Even the baby has a hand in the game.*







they take turns reading aloud or arranging their pictures, match covers, or whatever the current collection may be. Watching television or listening to favorite radio programs is more fun when you have another person with you. Most homes have games that members enjoy. There are so many possibilities of this kind that people never should tire of playing the "same old game every time."

Family members who have little talent still may enjoy playing musical instruments and singing together. If they criticize each other's performance, it usually is done in a joking manner that makes the occasion all the more fun.

**Celebrating anniversaries is a tradition.** Birthdays are red-letter days in the lives of little children, and celebrating these days becomes a tradition in most families. Usually in each family there is some special way that these days are marked. It may be that the cake is always tinted pink, or the gifts are always piled at the honored one's place at the breakfast table, or the mother and father always awaken the "birthday child" with kisses. No matter what the special custom may be, it takes on greater meaning with every repetition of it. Christmas, Thanksgiving Day, the Fourth of July, and numerous other holidays have their places in family life, and celebrating them brings family members great enjoyment.

Have you, in your family, any celebrations that have special meanings just for you? Do you ever give "unbirthday" gifts? Do you celebrate anniversaries, such as "the day we got our puppy," or "the day we moved into our house"? These intimate occasions that have meaning only for you are the greatest fun of all.

**Entertaining friends is fun.** Even though families enjoy good times among themselves, they like to share their homes with friends. A person who is the guest of one member of a family is the guest of every member of that home. Children should be gracious and friendly to older guests, just as they expect their parents to make their own young friends comfortable and happy.

Young people like to bring their friends home after school to play or study. Father occasionally wishes to bring a business associate home for dinner. It is an opportunity to have a quiet conference or to get better acquainted. Parents like to visit with their friends after the busy day is over. In a considerate family group every member knows that his guest will be respected and treated courteously.



You like to entertain your company by serving food. It may be only passing a dish of candy; it may be getting a snack from the refrigerator; or it may be sharing an entire meal. Young people should have a definite understanding with their parents about this practice so that they will know what is reasonable and permissible. Too much entertaining of this sort, for too many friends, may cost more than your family can afford. Even a small "raid on the pantry" may consume food that was intended for the next meal.

Some families have a regular "company dinner" night once every week or two when members take turns inviting their special guests. This plan is fun because everyone looks forward to visiting with an interesting friend or making a new one, and all help to make the meal a pleasant time.

**Family parties are regular events.** In addition to celebrating special days, it is fun to have family parties frequently. These may take many forms. Some are so simple that you may not think of them as parties, but it is always a party when two or more people have a happy time together. Family members may take turns planning a Sunday afternoon or an evening at home. The one who is host for the day may plan the games to be played or the TV programs to be watched. The party may include simple refreshments such as popcorn, candy, or fruit. It is a good time for a beginning cook to try out a surprise recipe.

Trips to libraries, museums, the zoo, or other places where young people often go with their friends are fun to take with the family. Invite your mother and father to see the interesting things that you saw on a class field trip, and find how much pleasure you will have.

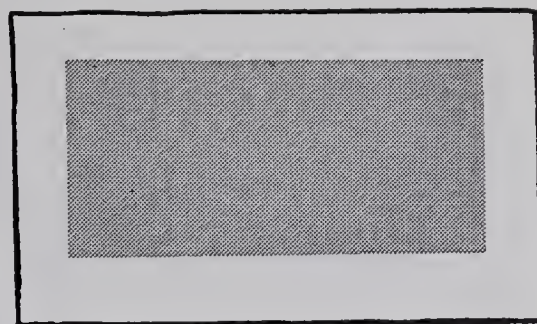
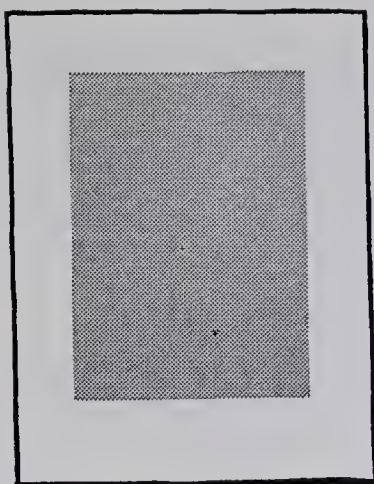
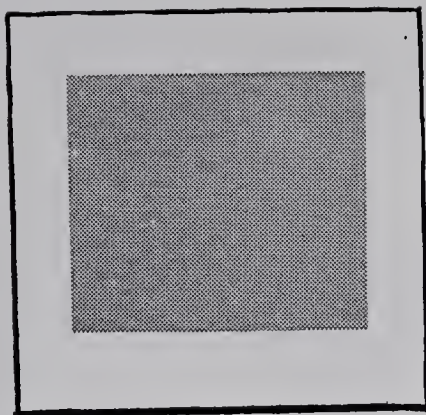
**Worshiping together is inspiring.** The happiest families share their spiritual life. It may be taking turns in asking the blessing before meals, it may be saying family prayers, or it may be attending services together. All of these deepen the meaning of family life and enrich every member.

### **Putting your ideas to work**

1 Talk over at home the idea of having a regular "company dinner night" every week or two. Discuss

in class the reactions of members of different families to this suggestion.  
2 You may want to start your lessons in cookery and combine your study of this unit with study of the first cooking unit. In this way you can





learn to prepare snacks that you may later fix for an evening when the family is enjoying television.

- 3 Arrange a bulletin board. Leave wide margins as you place poster paper of one color on that of a contrasting color to form a background. Bottom margins usually are the widest. If the background is square, the top and side margins should be equal; if the background is longer than it is wide, the top margin should be wider than the sides. If the background is wider

than it is long, the top margin should be less than the sides. The drawings above show good arrangements.

Family fun may be used as a theme. Show pictures of families having fun together at the dinner table; on a picnic; around a piano, fireplace, or television set; working in the yard; and riding in a car.

Arrange a history of homes. Show pictures or drawings of caves, tents, tepees and pueblos, cliff dwellings, and modern buildings.

### **Does every family have fun?**

Some girls may feel that their homes are not the happy places that have just been described. Some homes are not, and most families have times when things do not go smoothly. Sometimes members of the family have not recognized the possibilities for enriching their lives together. Persons may become so busy with their own interests that they never will realize the good times that come with sharing experiences.

**Personalities may cause friction.** Since all persons are different, some will have ways of thinking and acting that will not be liked by other persons. These differences make people interesting. It would be a very dull world if everybody liked the same things and never had a difference of opinion. You must learn to expect and respect these various traits. Boys and girls learn in the family to get along with the quick-tempered one, to encourage the timid member, and to fit themselves to the moods of others. This is good training for later life when many kinds of personalities will be





PERSONAL PRODUCTS CORP.

*Father is long-suffering and patient with his daughter and her friends. When everyone takes his turn being teased, good humor makes companionship possible.*

met in school and business, and you must adapt yourself to them.

**Teasing and quarreling are unpleasant.** Brothers and sisters often go through a stage in their growing up when they tease and annoy each other. You must expect a certain amount of this behavior; it is one way that love is expressed. A person certainly would rather be teased than be ignored.

Brothers, in particular, like to tease a sister because they enjoy seeing her anger. She should take this teasing and not let it bother her. There will be some teasing to accept all of her life. If she does not show her annoyance, the one who is teasing gets little pleasure and soon turns to other interests. Continual teasing and quarreling can make other family members and guests very uncomfortable.

**Respecting privacy is fair to all.** Because families live together so closely, there is a temptation to regard the property of one as if it belonged to all. Everyone likes to have his own special possessions. Clothing, books, and other personal articles never should



be borrowed without asking permission of the owner. Nothing is so annoying as to find that the scarf or string of beads that you planned to wear with a certain dress is being worn by a sister.

When a bedroom door is closed, it is courteous to knock and wait for an invitation before entering. This bit of consideration should be shown to little children as well as to older persons. Incidentally, the best way to secure consideration for yourself is to show it to others.

A common annoyance in the family is the habit of some members listening to the telephone conversations of others. If you could be as courteous to the people you love the most as you are to strangers, home life would be much happier.

### **Putting your ideas to work**

problems of characters in the stories and ways in which these problems might be solved.

1 Read some of the books listed on pages 80-81. Have individual or group reports of the stories. Discuss

2 Describe the life of a family that you like to visit. Why do you enjoy this family?

### **Does democracy begin at home?**

You hear a great deal about democracy as compared with other forms of government. Democracy means that there is not a boss or dictator who rules people without regard to their wishes. Instead, people elect a leader whom they accept as the head of their government, and he consults with their representatives in making decisions.

American homes are the foundations of democracy, the places where children get their first lessons in having concern for the welfare of one another. Parents are the heads of the home, and all members are given a part in the life of the family in accordance with their age and ability. There are many situations in which democracy can be learned and practiced.

**Sharing newspapers and magazines is courteous.** It is selfish for one person to keep an entire newspaper and not share it with others or to keep a new magazine without letting other persons see it. Father might like to see a complete issue of the paper when he returns home at night. If so, it should be reassembled and ready for him. Democracy in family living gives every member a share in using common property.





GOODYEAR TIRE AND RUBBER CO.

*Young people often prove they are irresponsible and inconsiderate by the way they use the telephone. You can show parents that you are growing up by using this public utility with reason and courtesy.*

**Using the telephone is important.** The telephone is one of the great conveniences of modern living. Young people especially seem to enjoy visiting over the telephone with their friends. Most families do not object to a reasonable amount of “getting lessons” and talking on the telephone, but this practice often is carried too far. Parents and other family members also are entitled to make and receive calls.

When the line is kept busy for a long period, it may become too late for others to make their calls. Many telephones are on “party lines,” and other subscribers also are deprived of the use of the telephone service for which they have paid.

**Sharing radio and television increases pleasure.** Keen interest in certain radio or television programs may be shared by family members; listening and viewing are then pleasant entertainment for the group. Of course, there are bound to be differences in opinion



about various programs. Sometimes, for example, two or three members of a family may want to watch different programs at the same time. This difficulty can be solved by calm discussion and by some rules—such as having one person watch his program one week and another person watch his program the next week. Of course, the people who make television sets would rather you would buy an extra set.

It is not only in television programs that family members have preferences. Sometimes it is a favorite chair in the living room. Other times it may be the seat beside the driver in the car or the drumstick of the chicken. Does it mean that one person always is to have his choice and other persons never may have theirs?

**Getting to meals on time is thoughtful.** As a girl begins to cook and prepare meals, she soon learns how difficult it is to have every dish cooked and ready to serve at the same time. Some foods must be served very hot to be at their best; others are not attractive unless they are cold and crisp. When Mother has worked hard to have a delicious meal ready at an appointed hour, it is very disappointing to have one family member not home, another talking on the telephone, another wishing “to finish this chapter” or otherwise ignoring her call to the table. No wonder there are sharp words and ruffled feelings.

### **Putting your ideas to work**

1 Appoint a committee to find out the costs of telephone service and of excess calls. Each girl should keep a record of the number of calls that she makes and determine

her share of the expense for telephone service.

2 Discuss with your parents the desirability of having a family council where the problems and benefits of sharing may be discussed and where plans may be made for budgets and allowances.

### **How can families solve their problems?**

The fact that a family has problems does not make it different from others, and it does not mean that it is not a happy family. Happy families are those that recognize their problems and do something about them.

**Love and fair play are foundations.** When people love each other, they do everything possible to make the other person happy. Sometimes children fail to see that it is because of their love that



parents insist on boys and girls forming good habits of behavior. Parents recognize that children's friendships and successes depend upon their actions. Love also means having such regard for another person that one thinks of his welfare first.

**Schedules help.** Since there are so many decisions and plans that must be made in the running of a household, the more these can be made automatic, the less chance there will be for arguments. Schedules that allot duties such as dishwashing, cleaning, table-setting, and other housekeeping jobs will make it unnecessary to discuss "who's turn" it is tonight. Each person knows ahead what he needs to do each day and can make his other plans to fit.

Suppose that it must be decided each day the hour at which school will begin the next day. What arguments and dissatisfaction there would be! As it is, everyone soon adapts his own life to the school's schedule, and there is very little desire to change. So at home if there are times to go to bed and get up, times for meals, and schedules for chores, it will save arguments. There will, of course, be exceptions to any plan.

### **Putting your ideas to work**

- 1 After talking over the problems, make schedules for duties of your family members for a period of two weeks. At the end of this period, discuss the results and decide what changes are desirable.
- 2 Have a class question box in which

girls may place, unsigned, written problems of family life that they wish to have discussed. A committee may open the box, classify questions, and seek answers in some of the books suggested at the end of this unit. Plan reports and class discussion of these problems.

- 3 Have a panel discussion of characteristics of a democratic family.

### *Books you will like to read*

Bowen, Catherine D., *Friends and Fiddlers*. Little, Brown and Co., Boston. A family finds great pleasure in its family musicales.

Burgess, Helen Steers, *Stepmothers Can Be Nice!* Public Affairs Pamphlet No. 198. Public Affairs Committee, New York. Young people are helped to understand the place of the stepmother or stepfather in the family. A new appreciation is developed to overcome the prejudices and misconceptions of old fairy tales.

Cadigan, Robert S. *September to June*. Appleton-Century-Crofts, New York. A collection of stories about families and school.

Dolson, Hildegard, *We Shook the Family Tree*. Random House,



- New York. An amusing account of four children growing up in a happy home.
- Du Jardin, Rosamond, *Marcy Catches Up*. J. B. Lippincott Co., Philadelphia. A sequel to the book *Wait for Marcy*.
- Du Jardin, Rosamond, *Practically Seventeen*. J. B. Lippincott Co., Philadelphia. A story of normal family life in an average-sized town.
- Du Jardin, Rosamond, *Wait for Marcy*. J. B. Lippincott Co., Philadelphia. A delightful story of a family and of a brother-sister relationship.
- Eisenberg, Helen, and Eisenberg, Larry, *The Family Fun Book*. Association Press, New York. Families can have fun by using many simple supplies on hand at home. There are games and crafts suggested for all ages. Traveling and camping are included in the plans for family fun.
- Forbes, Kathryn, *Mama's Bank Account*. Harcourt, Brace and Co., New York. The well-known, beloved story of "Mama" who wisely guides her Norwegian-American family.
- Scoggin, Margaret C., *Chucklebait*. Alfred A. Knopf, New York. Groups of short stories about boys and girls, school affairs, and family life.
- Spencer, Frances H., editor, *An American Family Album*. Harper and Brothers, New York. A collection of interesting stories of family life.
- Taylor, Katherine Whiteside, *Getting Along with Parents*. Science Research Associates, Chicago. How boys and girls can learn to understand and enjoy their parents.
- Ullman, Frances, *Life with Brothers and Sisters*. Science Research Associates, Chicago. This book was written to help boys and girls get along with their brothers and sisters.



### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 12, corresponding to the numbers of the words given below. After each number, place the letter of the definition which best suits that word. *Do not write in the book.*

- |                 |   |
|-----------------|---|
| 1 adult         | A Feeling; mood.  |
| 2 appreciate    | B Highly capable; effective in operation.                 |
| 3 attitude      | C A characteristic.                                       |
| 4 courtesy      | D Truthfulness.   |
| 5 dependable    | E To set a value on; to be aware of.                      |
| 6 efficient     | F Occupation which requires special study or preparation. |
| 7 honesty       | G Trustworthy; reliable.                                  |
| 8 monotonous    | H Matured; grown to full size.                            |
| 9 profession    | I Politeness.   |
| 10 satisfaction | J A developed ability.                                    |
| 11 skill        | K Feeling of contentment; fulfillment of desires.         |
| 12 trait        | L Without change or variety.                              |
|                 | M Sympathy.   |
|                 | N Economical.   |

*A FURTHER TEST: After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Who's your best friend?

As girls and boys grow older, friends become important to them. When they are little children, each one plays happily by himself or plays beside other children, comfortable in being near them, but not really playing with them. Later, the fun of playing together is discovered, and from that time the need for someone to share in "let's pretend" becomes greater.

Having friends is largely a matter of being a good friend oneself. If a girl is the kind of a person who is thoughtful of others, listens to their confidences without telling their secrets, and helps them to have good times, she is pretty sure to have many friends.

There are some customs or rules, developed from long usage, that help people to get along together comfortably and easily. These are called the social rules, and a person who observes them has gracious manners. Some of the embarrassment that young people feel when they meet strangers often is the result of not knowing the social rules. It is well, then, to learn the behavior that people expect of one another and to practice until it becomes the natural thing for you to do.

The homemaking class is a particularly good place in which to make friends. It furnishes the kinds of situations in which girls easily become acquainted with one another. There are many lessons during which several girls must talk over plans and choose particular responsibilities. For example, a "family group" plans a luncheon and divides among its members the duties of preparing food, setting the table, serving, and others. The success of the meal depends upon the work of every girl. With this co-operation, come increased acquaintance and friendship. Sharing any common in-



terest, especially one that leads to doing something together, is the first step in forming friendships.

Entertaining friends, being a hostess, and being entertained as a guest are situations that are closely associated with your happiness. You will want to feel comfortable in these pleasant activities.

### **How can you make friends?**

You often hear girls talking about choosing friends. No one looks at a group of people, however, and deliberately decides to select another person for a friend. Instead two persons talk, play, or work together, gradually have more and more fun together, and finally grow to be friends.

**Friendships are based on common interests.** Think for a minute about your friends. You enjoy skating or swimming with Betty; Nancy is fun for reading or other quiet times indoors; Ruth is your "best friend" with whom you like to talk about serious problems. Some friends are enjoyed for one interest that you have in common, some for another.

The way, then, to have many friends is to have many interests. Enjoy and participate in many games and sports. Develop musical skill or enjoy several types of recordings. Have a hobby or a collection that will interest other people. Make yourself interesting, and friends will be attracted to you.

**Here are hints for making friends.** Be a friendly person. Smile and greet others whom you meet in school or at church. Speak cheerfully to neighbors, teachers, salespersons, and everyone whom you greet. Show that you are glad to meet other people. Get the habit of telling them the good things that you observe or hear about them. Tell Jim how well he played ball or how much you enjoyed his trumpet solo. Let Grace know that you admire her new dress.

**Do little services for others.** There are times when you can give a little gift, but there are more times when you can give a service. Take a book or lesson assignment to a classmate who has been absent because of illness. Invite a newcomer to join your group at a table in the lunchroom. Run an errand for your neighbor. Take a plate of cookies to a shut-in.

**Every person adds something to a group.** You never can tell how well you will like another person until you become acquainted.





PERSONAL PRODUCTS CORP.

*Basketball and other games offer opportunities for making friends. Girls with similar interests enjoy one another. Self-control and good sportsmanship are assets for friendship too.*



Some girls have interesting experiences to describe; others tell a story well. Some have such a contagious laugh and keen sense of humor that it always is fun to be with them. Others are quiet but can be counted upon to laugh at your jokes and appreciate your accomplishments or sympathize with your problems. Every person has a contribution of some kind that makes her worthwhile.

Often girls judge each other by trivial things and, thereby, shut themselves away from happy associations. Fads become so important that, for a short time, the girl who is different may not be accepted by other girls. Wearing colored socks when it is stylish to wear white or carrying a purse to school when "everybody" has a billfold may be the standards on which girls decide not to take a new girl into their group. They do not stop to think that the style in another school may be the opposite of their own. They allow unimportant details to keep them from making friends whom they might enjoy.

Of course, knowing that girls do judge each other in this way, it is a wise newcomer who observes the current fads and adapts herself to them.

**Certain qualities are liked by everyone.** It will not be hard to agree upon several characteristics that all people like. Probably the first is friendliness. A cheerful greeting and a smile make people want to know you. Girls who seem to enjoy what they are doing, whether it is playing a game or working, are much more attractive than those who look unhappy and bored. A clean, neat appearance always makes a good impression on others. What other qualities do you like in people? Do you think that developing these qualities in yourself would make people want you for a friend?

**Some persons are not enjoyed as friends.** While you are thinking about desirable qualities, perhaps you should look at the traits that keep a person from making friends.

No one likes a girl who seems to think herself better than those around her or who is a show-off, always trying to attract attention. Persons who complain all the time and never are satisfied with what they have do not attract friends. People get tired of trying to please them. Always going about with your feelings hurt drives other persons away. It is too hard to have to guard every word and action for fear of displeasing the overly sensitive person.





PERSONAL PRODUCTS CORP.

*All girls and boys enjoy music. Some have talent for playing an instrument or singing. Everyone can join in a sociable group performance.*



## Putting your ideas to work

- 1 Have a discussion of the qualities that are liked in girls. Compare these qualities with those that are liked in boys.
- 2 Make lists of specific behavior (way of acting) that show qualities such as friendliness, loyalty, honesty, and others named by the class.
- 3 Develop a checklist that girls may use when they want to grow in their ability to be good friends.

## How can you keep friends?

Meeting new people and drifting into friendships are common experiences as you are growing up. Most girls have several groups in which they can make friends. There are family friends and neighbors, school and church acquaintances, and young people you meet through interests in sports, music, the Girl Scouts, the Camp Fire Girls, and many other groups. Having many friends helps you to have many good times, but there will be a few close friends who are especially dear. You will want such friendships to grow and become richer all the time.

**Share your friends with your family.** Bring your friends home so that your family members can know and enjoy them. Parents like to meet the girls and boys with whom their children associate. The better this acquaintance becomes, the more opportunities there will be for friends to have fun together. Parents often invite the friends of their son or daughter to join in family picnics or other excursions. Parents usually are glad to take a group of boys and girls to movies or parties and to call for them afterward. This makes possible many good times that young people would not have without this help.

**Loyalty is expected.** Close friends have great satisfaction and pleasure in discussing their ideals and their dreams for the future. Friends often tell each other about ambitions they may hesitate to talk about with members of their family. You must respect these confidences and not repeat them to other people. Everyone knows little secrets that her friend is sure will not be told to others.

Being loyal also means standing up for each other. When a girl hears others making unkind remarks about her friend, she defends her and refuses to continue the gossiping.

**Possessiveness can spoil friendships.** Everyone needs a best friend, but such a friendship should not become so close that all other friends are shut out. For a while, two persons may not feel





PERSONAL PRODUCTS CORP.

*Good friends exchange views on many subjects. They respect differences of opinion and are careful not to make remarks that will hurt another person.*

that they need other companions, but soon they find themselves being left out of many good times that larger groups enjoy. Thoughtful girls are glad to know that their friends have other friends. Indeed, by meeting them new acquaintances are made.

Just as you enjoy different friends for different interests, so you must expect friends to invite different groups when they are giving parties. No one should expect to be invited everytime her friend entertains.

Sometimes two girls spend so much time together that they stop making other friends. They have only their own few interests and never acquire new ones. How much more they would enjoy being part of several groups: one that likes square dancing, another



that has fun reading or just talking together, and another, perhaps, that enjoys hiking.

**Misunderstandings should be cleared.** There are sure to be times when not all goes smoothly. Because you are human, your feelings get hurt or you lose your temper, and you say words for which you are sorry. This is likely to happen when two persons are together so much that they become a bit careless. "Not speaking" is a childish way to act when there has been a misunderstanding.

The best way to clear the situation is to wait until anger has disappeared and then talk over the difficulty calmly. Talking while both are upset only makes the matter worse. When you have quarreled with a friend, be the first one to show that you are sorry, and renew the pleasant association that you had.

### **Putting your ideas to work**

1 What are some common causes of misunderstandings between friends?

2 Dramatize several situations in which a group of girls criticizes a friend who is not present. Show one or two ways in which the absent girl's best friend might handle the situation.

### **Will you join a club?**

There is something about a club that has great appeal for everyone. People who have a common interest enjoy making plans to pursue it together. There is a close, chummy feeling about being a member of a group. Club names, emblems, colors, and other symbols add to the interest of belonging to a special group. Club meetings are regular occasions that are almost like parties to which one looks forward. Often, clubs are means of satisfying a desire to do some worthwhile service for others.

There are so many good features about organized clubs that members sometimes are not conscious of the undesirable ones that may develop. Members of a club, like a couple of close friends, may become so wrapped up in themselves that they shut out all other persons and interests. In a school provided for all the young people of a community, it certainly is not being democratic for some students to form groups from which others are excluded.

**Club groups attract attention.** Girls who are closely tied to cliques or clubs often are rude to outsiders. They thoughtlessly take possession of a bus, a soda fountain, or even the sidewalk on





DENVER PUBLIC SCHOOLS

*School clubs develop many friendships. There are social meetings as well as those devoted to the serious interests of the group. Participation in club activities will help a shy person.*

PERSONAL PRODUCTS CORP.



*Young people who know the rules feel at ease in social situations. They learn the behavior that is expected of them and practice until it is a habit. Then they meet new experiences confidently.*



their way home from school, and no one else can use it comfortably. Club members ignore other people and often become noisy, conspicuous groups who make themselves the center of attention.

Occasionally, a group becomes carried away with enthusiasm and attempts actions that no one member would think of doing if alone. For example, a group will sometimes be rude and noisy in a theater, whereas the members would behave when by themselves.

**Manners of individuals reflect on a group.** When a person joins a club, she is identified with that group. All members tend to be associated with the standards of every other member. Some clubs come to be known as groups of fine, worthwhile girls. Others are known as jolly, fun-loving groups. Sometimes a club gets a reputation for rude, unpleasant behavior. What actions of yours may influence the opinion that people have of a group to which you belong?

### **Putting your ideas to work**

- 1 Have a series of reports about the clubs in your school. These reports should tell the aims of each club, the activities, qualifications for membership, and other items of interest.
- 2 Small committees may find out about other clubs in the community, such as 4-H, Future Home-

makers, or clubs sponsored by museums, libraries, and the like.

- 3 Many girls enjoy potluck clubs in which a few persons gather regularly at the home of a member, each bringing one part of the refreshments. The class might plan a few potluck suppers. If you have started your laboratory work with foods, each "family group" might prepare one dish that would be good for such a club meeting.

### **How will you entertain your friends?**

Having friends means that there are people whom you want to have in your home to meet your family and to meet and enjoy each other. You entertain your friends and are entertained by them. These events make up most of your social life.

There are some customs that have developed over the years that make social situations more comfortable. When you learn these customs, it is easier to meet new acquaintances and to have pleasant times together.

**Introductions make people comfortable.** When two strangers are together they feel uncomfortable until each knows the name of the other; then they can go ahead and talk together. There are a





SOCIAL SCIENCE FILMS

*A cup of cocoa and a sandwich after school are fun. Some of the happiest times are those that are shared with a few friends at home.*







few customs in making introductions that help everyone to do this easily and graciously.

If you are with your friend Sue and you meet Jean, all you need to say is, "Sue, this is my friend Jean," to which both Sue and Jean probably will reply, "Hi" or "Hello." It is as simple as that. But if you neglected to make that introduction, all of you would feel uncomfortable.

There are a few rules about making introductions that people are expected to know. A woman or girl is named first when a man or boy is being introduced to her. You would say, "Sue, this is my brother Joe" or "Helen Lane, do you know Harry Maxwell?" If these people are older than you, they probably will say, "How do you do?" which is always a good reply to an introduction at any time.

An older person or one whom you want to honor is named first in making an introduction. So you would say, "Mother, this is my friend Nancy" or "Mother, may I present my teacher, Miss Davis?" "May I present" is a bit more formal phrase but a good one to use. If you practice using it, soon it will seem as natural as "This is" or "Do you know?"

When your mother has a different name from your own, you say not only, "Mother, may I present Miss Davis?" but you add, "Miss Davis, my mother, Mrs. Dawson." That lets Miss Davis know your mother's name, which she otherwise would suppose to be the same as yours.

It is pleasant to add to the introduction some comment which will draw the newcomer into the conversation or give the new acquaintances something to talk about if you are leaving them together. You might say, "Jean has just moved here from California" or "Sue is my swimming pal" or "We were talking about the class party" or some similar remark which will help with the conversation.

**Parties should be planned.** When you invite friends to your house, you should have plans for their entertainment. It may be that you have some records that you will play or a new magazine with some cartoons that you want to share. There are numerous games and puzzles that boys and girls enjoy, and it is well to make a collection of these so that you will have some for every taste. If your home is a "fun place," your friends will want to come there. Al-





DALLAS INDEPENDENT SCHOOL DISTRICT

*Entertaining at a meal is a good way to promote friendships. There are various skills that both hostess and guests should have. Everyone contributes to the success of the party.*

ways plan more games or more ways of entertaining than you think will be needed. This will take care of the times when your guests tire of what they are doing and begin to get restless or seem bored.

Eating together is always fun and seems to help to put people at ease. Serve the refreshments first if you have a group who do not know one another well. The food furnishes a topic of conversation, and eating is something to do. Soon everyone will be relaxed and having a good time.

**Refreshments may be very simple.** A bowl of apples or a plate of cookies may be all you need. Candy or popcorn or just a glass of milk or fruit juice can be the party food. As you learn to make some party snacks, you may try them out on your friends.

### **Putting your ideas to work**

- 1 Groups of class members may demonstrate the making of introductions.
- 2 Carry on class discussions about questions such as these:

Show as many different situations as the class feels the need to know.





DINNERWARE, VERNON'S "TAM O' SHANTER"

*Popcorn and pop offer refreshment and entertainment for a get-together. There is something about eating that makes everyone feel friendly and comfortable.*

What are some enjoyable games for a small party of girls?

What are some ways of entertaining a group of boys and girls?

What time should a junior high school girl get home at night?

3 Plan a party for a stated number of

guests. Tell how you will invite the guests, what entertainment you will provide, the refreshments you will serve, the favors or prizes you will give, and the total cost. Have the class select the plans that seem most appealing and economical.

### **How can you be an enjoyable guest?**

In sharing good times you will be not only a hostess entertaining friends in your home but a guest in their homes as well. You will want to be the kind of guest who is invited often because everyone enjoys you.

**Be considerate of the hostess.** A thoughtful guest expresses appreciation for being invited. She is prompt in replying to an invitation. Usually when a girl is invited, she will need to ask her mother before she can answer. If this is so, a girl will thank her friend for the invitation and say when she can give an answer. She



may say, "Thank you, Mary. I'd love to come. I'll ask Mother and then call you this evening." Of course the promise to give an answer that evening will be kept. It is very inconsiderate not to give a definite answer as soon as possible. The hostess may want to invite someone else if you cannot go.

A guest whom everyone enjoys is gracious and friendly to other guests and co-operates with the plans of the hostess. A guest realizes that even if there are other games she would prefer it is not serious if she plays a less-liked one once in a while. Often when she enters enthusiastically into a game, it proves to be more fun than she expected.

It is helpful to remember that "everybody's lonesome." In other words, if you feel strange and a little shy in a group of strangers, probably some other persons feel the same way. When you do everything that you can to make others have a good time, you'll be surprised to find what great fun you are having.

A thoughtful guest does not call attention to herself. Occasionally you will see a girl who thinks it makes her seem important if she is called to the telephone. There are, of course, times when it is necessary to make or receive a telephone call while in another person's home. But only rarely is this necessary, and it should be avoided.

**Represent your own family favorably.** A person's behavior when in the home of another usually tells a story about his own home and family. The rude behavior of some school-age boys and girls has made many parents hesitate to permit groups to be entertained in their homes. The damage done to walls and furnishings has been serious. This gives the impression that the boys and girls are not used to good surroundings and do not know how to take care of nice things.

Most girls love to stay all night with their special friends. When a girl does this, it is important for her to adapt herself to the schedule of the family she is visiting. She is careful to go to bed and to get up at the times that her hostess' mother mentions. The guest is considerate of others in the time she occupies the bathroom. She is ready, fully dressed, with hair combed, when breakfast is served. She does her share in helping with household tasks.

When visiting in a friend's home for several days, it is even more important to fit yourself to the activities and schedule of the family. A girl should take with her enough clothing so that there will be no





BUNDY TUBING CO.

*There may not be much sleep at a slumber party, but girls, food, and music are a perfect combination for fun. Guests are careful with the hostess' possessions and co-operative with her plans.*

need for laundering other than the usual socks and panties that she washes daily. A thoughtful hostess will indicate in her invitation the kinds of activities that she plans so a guest can take with her what will be needed. A bathing suit, clothes and shoes for hiking, or a party dress may be special needs, depending upon the plans of the hostess.

A house guest is the guest of the entire family and should be friendly with all members, converse with them, and show some interest in everyone.



Of course, a guest tells her friend's parents how much she enjoyed being there and thanks them when she is leaving. It is customary to write a note after returning home, again to thank the hostess and her mother for the pleasant visit.

Going to camp is a wonderful experience which girls eagerly anticipate. A good camping companion has all the qualities of a desirable guest and, in addition, can adapt herself to rough living. She takes in stride any discomforts that she may experience, likes all kinds of food, and participates in all activities provided.

The more a girl forgets her own selfish wishes, the more friends she makes and the more fun she has. Be a person who is pleasant, friendly, cheerful, and considerate of others, and friends will seek you.

### Putting your ideas to work

1 Use colorful jackets from new books to arrange a display on the bulletin board of titles that would make interesting reading for this unit. Consult the librarian about stories of girls, clubs, camps, and schools.

2 As a class project, plan and carry out a program of entertainment for some group which might be in need of your friendly interest. Obtain permission from the person in charge to give a simple party or entertainment to a group of crippled children in a hospital or to some other group of shut-ins that you may know.

### *Books you will like to read*

Beery, Mary, *Guide to Good Manners*. Science Research Associates, Chicago. Stresses getting along with others and good manners at home, at school, and in public.

Letton, Mildred C., and Ries, Adele M., *Clubs Are Fun*. Science Research Associates, Chicago. The contents include the following: "So you want to have a club," "What groups can do," "Getting started," "First meeting," "Club program in action."

Menninger, William C., *Let's Be Friends*. Science Research Associates, Chicago. The characteristics of a good friend are listed, and suggestions are given for developing these traits.

Neugarten, Bernice Leven, *How to Get Along with Others*. Science Research Associates, Chicago. What young people can do to get along better with family, friends, and grownups in general.



### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 12, corresponding to the numbers of the words given below. After each number, place the letter of the definition which best suits that word. *Do not write in the book.*

- |                 |  |
|-----------------|--|
| 1 acquaintance  | A An uncertain feeling; shyness.                             |
| 2 companion     | B A person whom one knows slightly.                          |
| 3 considerate   | C Action or work in which two or more people join.           |
| 4 conspicuous   | D State of being faithful and true.                          |
| 5 co-operation  | E A pleasure trip; a trip away from the usual routine.       |
| 6 embarrassment | F An associate; an agreeable person who accompanies another. |
| 7 excursion     | G Attracting attention; noticeable.                          |
| 8 gracious      | H Character that people believe a person to be or have.      |
| 9 loyalty       | I Pleasant and at ease in a social situation; attractive.    |
| 10 reputation   | J Showing thoughtful kindness.                               |
| 11 sympathy     | K Sharing of feelings and interests of another.              |
| 12 trivial      | L Of little importance; petty.                               |
|                 | M Polite.  |
|                 | N Important.   |

*A FURTHER TEST: After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Does your room look like you?

Are girls born to be homemakers? A girl may look forward to a career as a secretary, as an airline hostess, as a model, but there is something basic in the nature of a girl which shows up in her even when she is a small child. She likes at this age to play house and to take care of her dolls as a mother would.

Girls and women have entered business; some have been leaders in medicine and law; some have become recognized members of the army and the navy; and one even piloted a jet plane into the stratosphere. But these same women still remain interested in making the place where they live comfortable and homelike, even if they have only a single room. The most successful career women have their own houses or apartments and furnish them according to their own ideas of beauty.

Every girl dreams about having her own room. The wish comes true for some girls while they are very young. Having one's room has many advantages. It provides a place where a person can be alone to dream, to read, to carry on her personal interests. It is a place to which she can go when she feels misunderstood. Above all, it is a place where she can have her precious belongings and arrange them as she wishes.

Many girls share a room with a sister or other family member. They have special fun because of the close associations that are formed in this most intimate room. They plan together ways of arranging their furnishings and the places for each one's possessions. These girls can be courteous and considerate so that both have some privacy, and they still can have the fun of whispered conversation after lights are out. Each girl learns to be a congenial roommate.





MONSANTO CHEMICAL CO.

*A dainty, orderly room reveals the personality of its occupant. Balance in picture arrangement and on the dressing table gives a restful feeling.*

When they go away to camp or school, they will be prepared to share and enjoy life in a dormitory or college residence hall. They will be able to adjust themselves to various situations.

Whether a girl has an entire room to herself or has only a small space within a room, that place takes on a special value for her and soon reflects the kind of a person she is.

### **Does your room express your personality?**

It is nearly always true that a girl's room, the top of her dresser, and the state of the dresser drawers tell a story about her. Some girls are the athletic, boyish type whose rooms tend to be plain, with few





FIELD ENTERPRISES

*A different type of girl lives in this room. A bulletin board for items of current interest and shelves for hobbies and books are great conveniences.*

fancy ornaments. Other girls are the more feminine, “fluffy ruffles” type who have bows and dainty extras on all of their things. What type are you? Look about your room to see whether it tells a true story about you.

**Orderliness gives a picture.** Some persons seem to arrange things neatly as they go about their daily routine. Others go through a room like a cyclone, and wherever they have been everything is out of order. Clothing is dropped where it is removed, drawers are left half-open, and there is general confusion.



No matter how large or small the space or the kind of articles kept in that space, it can be neat. There is a sense of restfulness in an orderly arrangement. Clothing placed on hangers in a closet or folded carefully in a drawer can be found quickly and, usually, is ready for wearing. On the other hand, clothing left in a heap becomes so wrinkled that it cannot be worn when it is wanted. The rush to dress in the morning is delayed if a girl cannot find the skirt she wants or discovers that the blouse she intended to wear is mussed or soiled. Consequently, her temper is aroused, and she looks untidy.

**Furnishings indicate personal interests.** Each person may have in her room the things that she likes best. She may enjoy pictures and snapshots of her friends that would not be of interest to the rest of the family and hence are not suitable for the living room.

Everyone likes to have a place where she may keep the collection of items that form her current hobby. Often they may be arranged to form a center of interest. A sheet of colored poster paper or, better yet, two sheets of contrasting colors may be fastened to the wall so that one color shows in small amount beside or below the other. These form a background for displaying pictures, programs, match covers, or other small and variously shaped articles. Assembled on such a background, these articles have unity, and the group becomes an interesting decoration.

Books, magazines, musical recordings, games, dolls, miniature animals, or most other objects that a person may collect can be displayed on open shelves. If you have many small objects, it is more interesting to display only a few at one time. After a week or so, change the arrangement; put away the things that have been out and display a few that have been stored in a box or drawer. Shown in this way, the collection takes on greater interest for the owner as well as for her visitors.

### **Putting your ideas to work**

- 1 Have an exhibit of hobby collections of members of the class. Each girl should plan her own background and the way in which her articles are arranged.
- 2 Arrange the bulletin board to show pictures of girls' rooms. Use color

to make the exhibit interesting. Color is important in food, clothing, house furnishings, and, in fact, in every object that you use. Some colors are soft and quiet in their effect; others are stimulating and gay. Large spaces, such as the background of a poster, may be a cool color—blue, green, or gray. These will need touches of bright, con-



trasting color to make them interesting. Try some of these combinations:

Gray background—letters orange—

touches of blue

Green background—darker-green letters—touches of brown and red

Blue background—border of yellow—touches of black

### **What daily care do you give your room?**

The amount of work that is needed to care for a room depends upon the habits of the person who occupies it. If clothes are hung up as they are removed and if articles in dresser drawers are handled carefully, things are never out of order. It is much easier to keep possessions neat than it is to pick them up after they are in disorder. Some care is necessary every day.

**Making the bed is the first step.** A smoothly spread bed makes a room look inviting. As you step out of bed in the morning, throw all coverings back over the foot of the bed. If a chair is placed there, blankets and sheets will be held up from the floor. Leave these coverings exposed to the air until you are ready to spread them on the bed, which you usually can do conveniently after breakfast.

When you make the bed, work efficiently by doing as much as possible on one side of the bed before going around to the other side. Take pillows from the bed, shake and smooth them, and place them on a chair. If you use fitted sheets, the lower sheet need not be disturbed. If flat sheets are used, loosen one side and the top of the lower sheet, shake it gently, replace it on the mattress, and pull so that it is tight and smooth.

Tuck the sheet under the head of the mattress, pull the sheet around the corner, and fold under that part which hangs below the mattress. Drop the rest of the sheet down on the side of the mattress. You will see that a diagonal fold extends from the upper corner of the mattress down to the edge of the sheet. Tuck the sheet under the mattress. This diagonal fold makes a mitered corner. Such a corner is neat and holds the sheet firmly.

In the daily making of a bed, usually the sheet does not need to be disturbed at the foot of the mattress. If it has been pulled up by the sleeper, then the lower corner must be handled in the same manner as the upper corner.

Over the smooth, tight, lower sheet, replace the upper sheet, spreading it smoothly from the foot to the head. Then spread each blanket and quilt, and turn the top of the upper sheet back over





SKINNER JUNIOR HIGH SCHOOL, DENVER

*A comfortable bed has smooth sheets held securely. After turning the sheet under the foot of the mattress (left) pull the sheet smoothly around the corner and tuck the hanging part under the side of the mattress. In the second step (right), drop down the part of the sheet with the diagonal fold from the upper corner of the mattress so that a mitered corner is made. Finish tucking the sheet under.*

them. Tuck all covers in along the side of the mattress. Put one pillow in place and put the other on top of it temporarily. Now go around to the opposite side of the bed, loosen the lower sheet, and proceed as you did on the other side of the bed; then pull the top pillow into place. The entire bed has been made with one trip around it.

If the spread or counterpane was folded over the foot of the bed when you retired at night, replace it after the other coverings are made up. If it is a type that must be removed, folded, and placed somewhere away from the bed, unfold it and spread it over one side of the bed; then complete the process on the opposite side. The entire bedmaking operation can be done in about two minutes. If your bed is single width, it is even easier to make, since you can spread the covers as you reach across the bed.

When two occupants of a room use twin beds, it may simplify



*A closet that is always kept in order has two advantages. Clothing neatly stored is not wrinkled when you want to wear it. Articles can be found easily in a well-arranged closet.*



the work if you plan your schedules so that one girl makes both beds while the other girl does another task. Thus both beds are made at the same time, and the room is in better order. This arrangement is of great help when you go to camp and must have your tent ready for inspection at an early hour.

**Hanging up clothing is next.** Any articles that have been left about the room while dressing should be put where they belong. Dresses, skirts, and such articles should be placed on hangers and hung in a closet or wardrobe. Articles that are kept in drawers or boxes should be folded carefully and put away.

Never put away soiled articles, but place them in a laundry hamper or bag. In that way, you never mix soiled and clean garments, and you know that any article you take out of a drawer is ready to wear.

**Arranging belongings is necessary.** After the bed is made and clothing is put away, furniture and small articles should be arranged.

The dresser top usually is in need of attention. Toilet articles kept there should be arranged neatly. Many girls keep their combs, brushes, and other similar articles in a drawer so that the dresser top has only one or two ornaments. These may be candlesticks or a lamp





PERSONAL PRODUCTS CORP.

*This study table is well placed. During the day, light comes from the window behind the person seated there. At night, a lamp at the left throws light directly on the book.*

and, perhaps, a clock. Articles should be few and placed so as to give an effect of balance, with lines parallel to the edges of the space.

A desk or study table should be arranged so that studying can be done comfortably and easily. There may be a pair of book ends for a dictionary and other books. Arrange a drawer or box for such necessary equipment as pencils, pen, eraser, paper clips, ruler, blotter, and other things that are used often. Notebook paper, letter paper, and pads should be kept here also. Check your study table to be sure that everything you need is there. Studying is much easier and time is saved if you do not have to assemble your tools.

You should have a good light that falls onto the surface of the desk but does not shine into your eyes. Sometimes placing a table at right angles to a window is a good way to have the light come from the left onto the writing surface. If you have a lamp, it should be at your left side, unless you are left-handed.



## Putting your ideas to work

- 1 Have a demonstration of bedmaking and of changing the linen on a bed.
- 2 Practice making your bed at home correctly. Time yourself; then try to shorten the time needed to do a good job.
- 3 Have demonstrations of balanced arrangements of articles on dresser tops and study tables. Each girl should make a sketch of the arrangement that she plans to use in her own room.
- 4 Arrange an exhibit of pictures of bedrooms that you cut from old magazines. Have discussions about pleasing features of the rooms.

## What weekly care is needed?

Probably Saturday morning is the best time to give your room its thorough cleaning. You have more time than on school days, and, even though you try to keep the room neat every day, it does need special attention at least once a week.

**Bed linen is changed.** Families differ in their standards and customs for changing bed linen. It is important to have clean beds, and they should be changed as often as necessary, considering at the same time the cost in money or work for laundering. Many homemakers change only one sheet each time by removing the lower sheet, using the upper one in its place, and putting on a clean upper sheet.

The day that you are going to put fresh sheets and pillowcases on the bed, take all covers off so that the mattress will be exposed to the air from the time you get up. Place in the laundry chute or hamper the sheets and cases that are removed.

When you are ready to make the bed, get someone to help you turn the mattress, as it is too heavy for a girl to lift by herself. At frequent intervals it should be turned over, and once in a while it should be placed so that the top is where the bottom was. This kind of care keeps the mattress smooth and even by allowing the sleeper's own body to distribute the weight equally.

Turn the protective pad and spread it smoothly on the mattress. Unfold a sheet so that it is the length of the mattress. Then unfold it to open the entire width, with the center lengthwise fold on the center of the mattress. Now you are ready to tuck in the sheet securely at the head and foot and along one side. If it is a fitted sheet, lift the mattress so that the corners of the sheet may be slipped over it.



Unfold a clean top sheet, and pull it up at the head of the bed so there will be 12 to 18 inches to turn back over the blankets. The top sheet should be placed on the bed with the wrong side of the hem up. This will make the right side show when the sheet is folded back across the blankets. Complete making the bed as you do every day.

**Floors are cleaned.** If you have small, lightweight rugs in the bedroom, you may want to take them outdoors to shake them and hang them in the air while you do the rest of the cleaning. Heavy rugs are cleaned on the floor in the same way as a carpet.

A sweeper may be used to brush the surface of a rug or carpet, but a vacuum cleaner is better for more thorough sweeping. Both a sweeper and a vacuum cleaner should be used systematically in even, overlapping paths until the entire surface has been swept. Areas that are well traveled need extra sweeping to get out all the dirt that is pressed in by traffic. Move chairs and all other pieces of furniture that are not too heavy, and sweep under them. Do not forget to run the sweeper under the bed, since dust and lint from the bedding gather there. Be careful not to hit the legs or base of furniture while you are sweeping, so the sweeper will not mar the finish of the wood or metal.

Wood surfaces or linoleum floor covering may be dusted with a dry dustmop. Be sure to turn back the edges of rugs so as to dust under them. Brush all dust from the corners of the room. If you live on a busy street, you may find that the floors of your room need an extra dusting between regular cleaning days.

After using the dustmop, shake it outdoors before you put it away. Your mother probably will plan to wash it at regular intervals.

Floors need washing occasionally. This may be done with water and mild soap. Wash a small area, perhaps one square yard, at a time. Rinse and wipe with a dry cloth. By washing it in this way, the floor will be wet for only a few minutes and the finish will not be damaged. Many people use a liquid wax after washing a floor or linoleum. This is a liquid that dries quickly to a glossy finish that protects the surface.

**Furniture is dusted.** Use a soft clean cloth, very slightly dampened, to wipe the dust from all furniture. Articles on the dresser, desk, and table should be wiped first with this dustcloth and then removed while you dust the surface on which they stood. Dust the



top, sides, legs, and cross-braces of each piece of furniture. Pull cloth shades down so that you may dust the surface.

Replace rugs and the articles on dresser, desk, and table tops, and you have a fresh, clean room of which both you and your mother will be proud. Do not forget to wash the dustcloth when you have finished and hang it up to dry.

### **Putting your ideas to work**

- 1 Have demonstrations of efficient ways to sweep and dust.
- 2 Divide the class into teams to take

turns in sweeping and dusting the home economics dining room or the school social room.

- 3 Write a report on the topic "How I Clean My Room." Discuss your report in class.

### **What occasional care is given?**

Even good housekeepers find that extra cleaning and straightening are needed at intervals. How often this is necessary depends upon the habits of the occupants of a room and upon the amount of dust and smoke in the air.

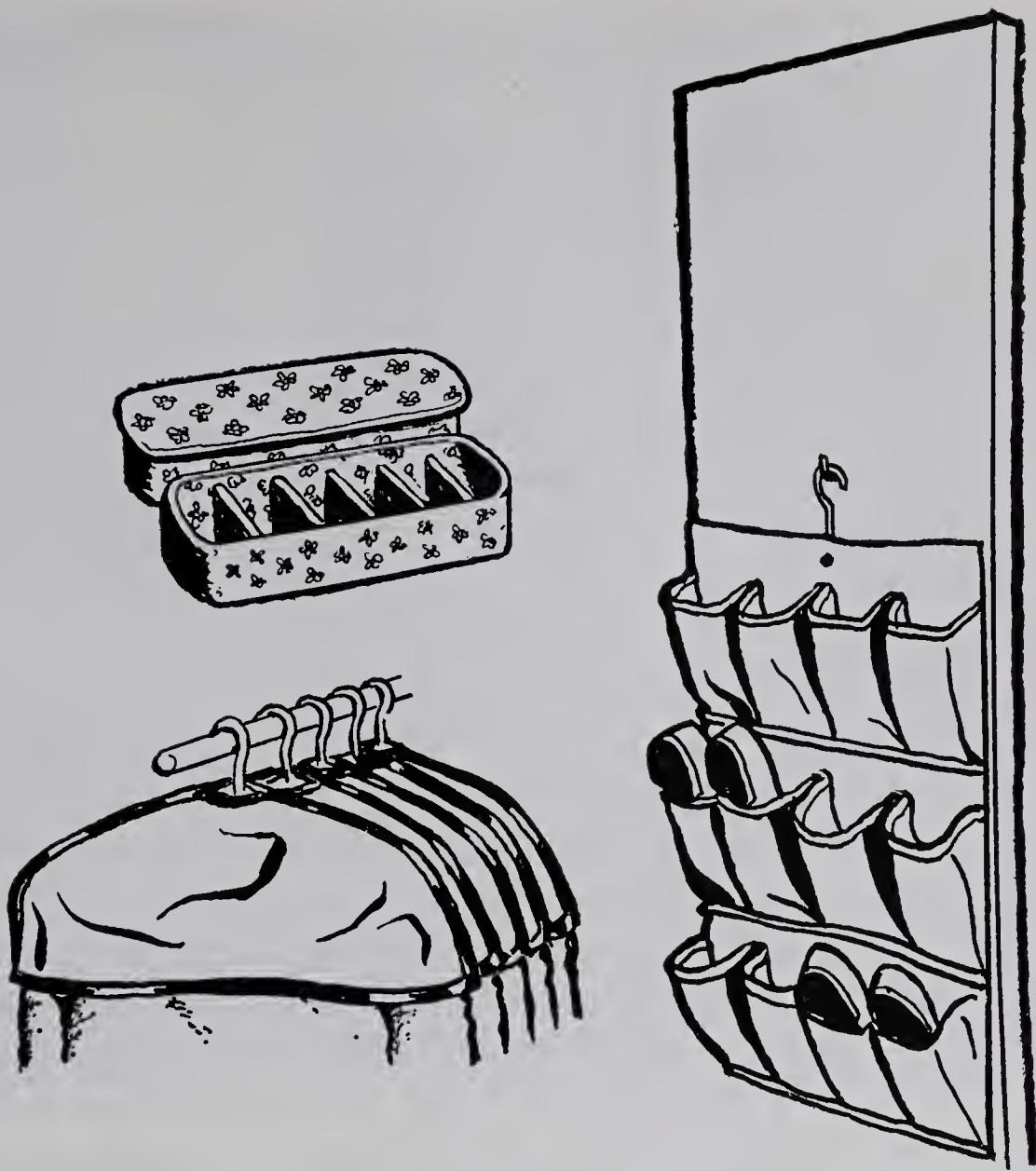
**Clothes closets need special care.** At regular periods all articles should be removed from a clothes closet so that it can have a thorough cleaning. This is a good time to hang out in the air wool garments and others that are not washable.

Wipe off shelves and ledges with a damp cloth to take up all dust. Spray shelves and corners with one of the commercial preparations to prevent moths. Spread clean papers on shelves, folding under the front edge of the paper 2 or 3 inches so it will stay flat. Dust the rod on which you place clothes hangers, and dust or wipe the floor.

As you replace your clothing, inspect each article so that you can note those that need washing, cleaning, or mending. Hang the garments that are not worn often at the back or at one side of the closet so that they are not brushed against as you get the articles you use more often. Garments of the same type should be kept together; for example, you would have separate groupings for skirts, blouses, school dresses, and play clothing. This makes it easier to find what you want without handling everything.

There are many convenient bags to protect light-colored dresses, special hangers for blouses and skirts, shoe trees, shoe bags, and similar devices to make it easy to keep clothing in good condition





*Some equipment is needed to keep clothing in order. Divided boxes are used for scarves, jewelry, or socks. Shoe pockets save space. Covers over the shoulders of dresses keep them clean.*

and closets in neat order. You may want to make some closet furnishings in a color that you like, so that you may have a pretty, convenient place to keep your clothing.

**Dresser drawers need straightening.** Dust gets into drawers, even though they are closed most of the time, so you must plan to clean them regularly. Clean one drawer at a time so that the entire room will not be upset. Remove everything, and dust the interior of the drawer.

If the paper in a drawer is soiled, replace it. White or pastel-colored shelf paper is nice for dresser drawers, but wrapping paper or even newspaper may be used. Any paper that is clean and folded to fit will serve the purpose of providing a smooth surface.

Cut a piece of paper 4 to 6 inches longer and wider than the drawer. Place the paper on a flat surface, fold up one side about 2 inches, and hold the edges together at the fold with one hand. Run



the other hand along the paper, continuing the fold to the opposite edge. This should give a smooth, even fold. Fold one end of the paper in the same way so that you have a square corner.

Fit the folded corner of the paper into one corner of the drawer. Smooth the paper so that you can make a small crease at the opposite side and end where the other folds should be made. Remove the paper to a flat surface and make the folds on these creases in the same way that the first fold was made. If you are careful to hold the edges even at the corner while you make the rest of the fold, the paper will fit the drawer exactly and will lie flat.

Some girls like to pad the drawer where they keep their lingerie. Pads can be made of sheet cotton covered with thin cloth of a light color or a dainty print. Sachet powder may be sprinkled in the cotton before it is covered; then all garments kept in that drawer will have a pleasant fragrance.

Articles should be folded neatly and placed in piles in a drawer so that one can see at a glance which are slips, panties, pajamas, and the like. It is convenient to use boxes in which to keep small articles. One may have a box for strings of beads, another for handkerchiefs, and others for scarves. Attractive, padded boxes are made for storing hosiery.

**Mirrors and windows should be dusted.** When dusting your room, you may notice that mirrors and windows look cloudy. Sometimes wiping off the dust is all that is needed. At intervals, however, they will need washing if they are to be bright and sparkling.

### **Putting your ideas to work**

- 1 Practice folding a clean paper for a drawer or shelf in the homemaking room.
- 2 Have a class discussion about convenient arrangement of equipment in the cupboards or drawers. Try new arrangements that are sug-

gested, and consider the advantages and disadvantages.

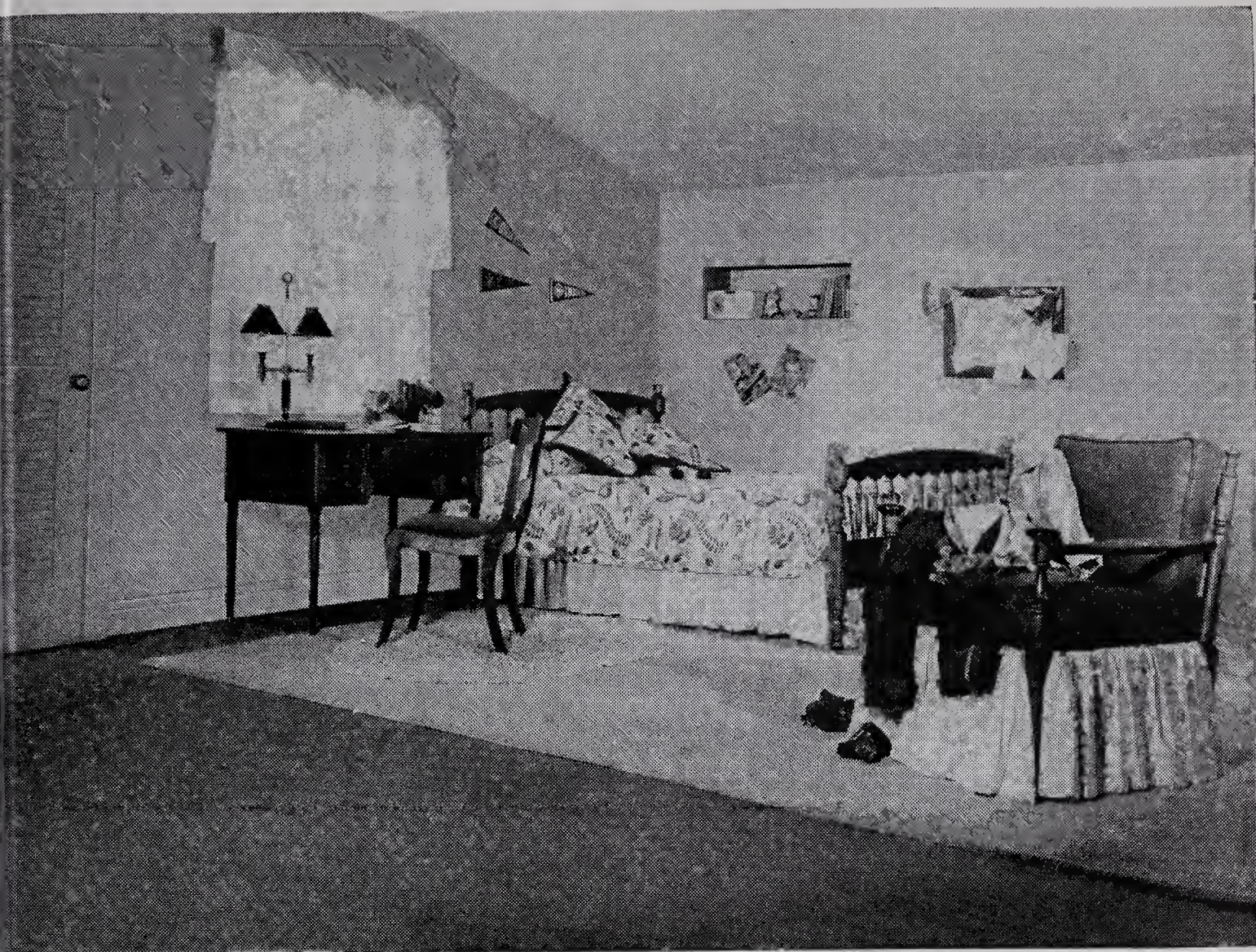
- 3 Have an exhibit of closet accessories. Girls may be able to bring different types of hangers, covers, shoe trees, shoe bags, shoe racks, and other conveniences.

- 4 Some girls may want to make scented pads for their dresser drawers or cases for lingerie.

### **How do you make your room attractive?**

Of course, nearly everyone would like to buy new furniture and arrange her room the way she has dreamed of having it, but very few girls have that opportunity. Most persons have to use furniture that the family has had for some time. Painting or papering walls can





THE SHERWIN-WILLIAMS CO.

*A plain wall makes a good background. Crisp curtains and valences on the bed and easy chair repeat one color so that the room has unity. A bright bedspread and pillows add a gay note.*

be done only at long intervals. You will not necessarily find that it is hard work or an annoying chore to keep your room and furniture in good condition; you will be surprised to see that once you have met this challenge, you will be proud of the work you have done.

**Color adds cheerfulness.** The color that predominates in a room has a great deal to do with the general impression that is made on the occupants. Light, cheerful colors such as cream, yellow, pink, and rose, make a room look bright and warm. Blue, green, and lavender make it seem cool and restful. Darker shades of any color make rooms look smaller. You should have these facts in mind when you do have the opportunity to select something new for your room.

Rooms in which there is too much of one color are monotonous. One girl, who loved blue, had blue curtains, blue bedspread, blue dresser scarf, blue pillows on the couch, and blue lamp shades. The result was cold and depressing. A bit of yellow or pink would have added interest and warmth. Rooms on the north side of the house, in particular, need warm, cheerful colors.



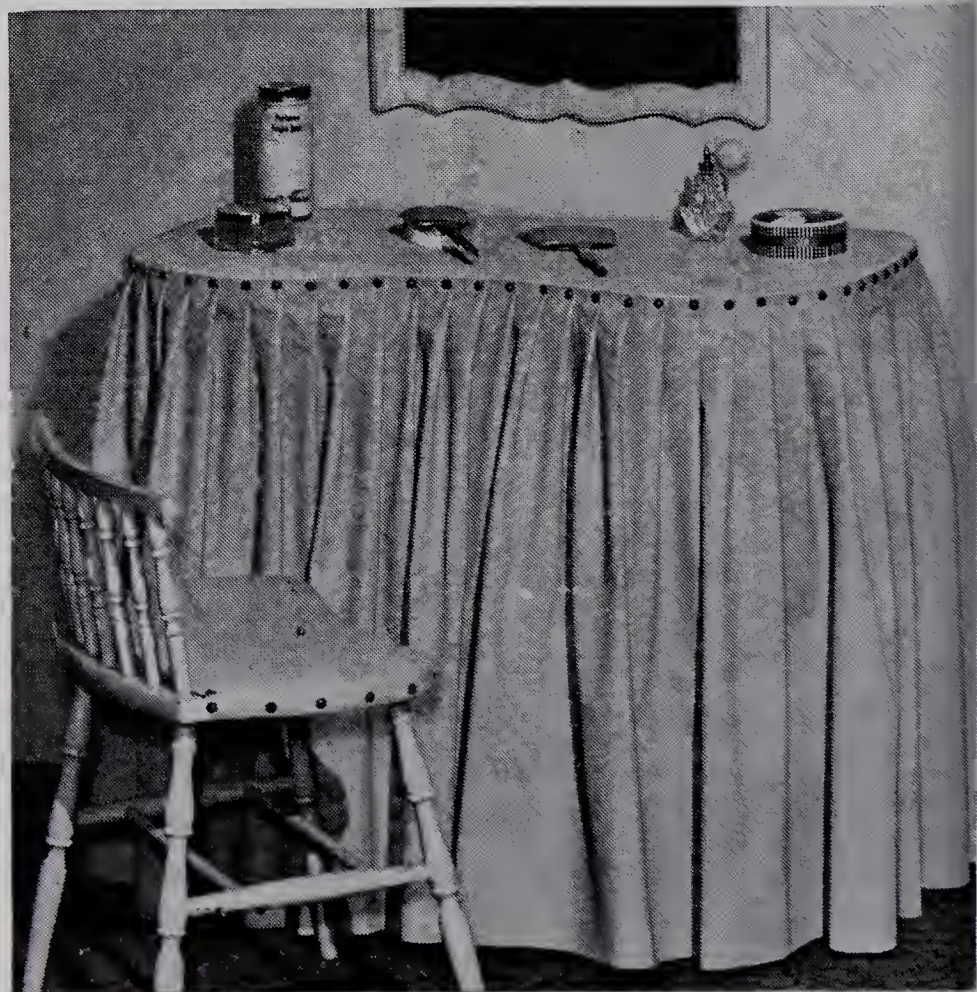
**Arrangement adds space.** The way in which furniture is placed has a great deal to do with the space in a room. Large pieces of furniture that are not moved in their daily use should be parallel with the wall. When a dresser or bed is placed across a corner, some space is lost behind the furniture. Furniture that is parallel with the walls gives a more settled, restful look. Chairs and small pieces of furniture, placed at angles as they are used, will relieve the straight lines. You may not have the opportunity to select new furniture, but you can plan the arrangement of what you have.

**Furniture can be made.** A girl who is interested in making her room attractive and keeping it neat will find her family willing to help her make some new furnishings. If you look for ideas, you will find many that you can use.

Pretty dressing tables may be made by placing a "skirt" around a small table. Two orange crates joined by a board nailed over the two will make the framework for a convenient dressing table. The shelves inside will be good places to keep folded blouses or lingerie.

A gaily enameled orange crate makes good book or magazine shelves. Boards rubbed smooth with wax and supported on glass bricks may be used for books or ornaments. The services of your father or older brother may be obtained to paint old or shabby

COLUMBUS COATED FABRICS C



*A dressing table can be made by fastening pleated material around a box or small table. Upholstery tacks hold the skirt and emphasize color. A clever girl can make many attractive furnishings.*



furniture. You can make your own curtains, bedspread, and dresser scarf with a little help from your mother.

There is no satisfaction like that of making something beautiful. Especially is this true when it is made without much cost.

### Putting your ideas to work

- 1 Plan the arrangement of furniture in a bedroom. Draw the plan of the room to scale, and indicate doors and windows; then show the way in which you would place the furniture. Try to arrange the furniture
- 2 Perhaps you can borrow some doll furniture and use it to demonstrate good arrangement of furniture.
- 3 Make arrangements for a class trip to a furniture store to see rooms that are on display.

so that it is not only convenient and comfortable but shows a certain amount of artistic balance.

### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 14, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |               |  |
|---------------|--|
| 1 blanket     | A Employment; occupation.  |
| 2 candlestick | B State of being alone; seclusion.                                       |
| 3 congenial   | C Lying in the same direction and the same distance apart at all points. |
| 4 counterpane | D Regular order of proceeding.   |
| 5 decoration  | E A room equipped for sleeping arrangements.                             |
| 6 dormitory   | F Neat arrangement.  |
| 7 furniture   | G Improvement by adding something beautiful.                             |
| 8 mattress    | H A bedspread.   |
| 9 orderliness | I Movable equipment of a room.   |
| 10 parallel   | J An object to hold a candle upright.                                    |
| 11 privacy    | K A thick pad containing cotton or other material.                       |
| 12 routine    | L A broad piece of woven fabric.   |
| 13 vacuum     | M A slender cylinder of wax.   |
| 14 vocation   | N Operated by suction.   |
|               | O Pleasant.  |
|               | P Having the same interests and tastes.                                  |

A FURTHER TEST: *After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Are you a household treasure?

Almost every girl dreams of a future home of her own. It may be elaborate or it may be humble, but it is her own. She wants it to be a clean, attractive, happy place for her family. Your purpose in studying this book is to learn how to become the kind of homemaker who will make this dream come true.

Housekeeping is a very important part of homemaking. Girls of your age seldom have complete charge of the house in which they live. Many girls of your age, however, have the privilege of sharing this responsibility. Perhaps some phases of housekeeping could well be your full responsibility. You could be gaining the experience which you will use to good advantage later. You will appreciate your present home more because you share in making it a pleasant place in which to live.

Good housekeeping provides many things for the family. Its primary purpose is the comfort and well-being of the group. It provides a setting for the pleasures of home life. It allows all members of the family to devote time to other activities. It brings order to the house; this is essential to the physical, mental, and emotional health of every member of the family.

A schedule of duties must be set up if a household is to operate smoothly. Mother usually is the manager and decides what the necessary tasks will be. She could assign these tasks to the family members. If each member of the family has a choice of duties, however, or at least has a voice in deciding upon assignments, work may be done more cheerfully. The age of the person will limit the tasks that he can undertake. Emptying wastebaskets and picking up his own toys and clothes may be all that the four-year-old can do. As he gets older, additional and more difficult duties



will be his. Outside responsibilities, such as a job or school, will have to be considered in the assignment of tasks.

Doing the same job over and over may become tiresome, so taking turns is a good practice. Because a person would rather wash dishes than wipe them does not mean that washing should always be his job. Another person might like to wash too. In emergencies or as an accommodation, trading jobs may be desirable.

The attitude with which a task is done is important. You should assume your regular daily and weekly jobs as your responsibility in return for the privileges you have. You should do them cheerfully and without having to be reminded constantly. You should not be looking for or making excuses to get out of doing your job well.

### **Can helping with dishes be fun?**

In a future scientific age you will probably eat all of your meals from dishes made of paper or other material that can be discarded. Think of all the time, energy, and hard work that will be saved! At the same time, however, think of the beauty that will be lost at the dinner hour when we do not look upon a colorful table set with pretty dishes, sparkling glassware, and shining silver. Until such a time arrives that all housewives use disposable dishes, you ought to try to keep dishwashing from being a disagreeable task.

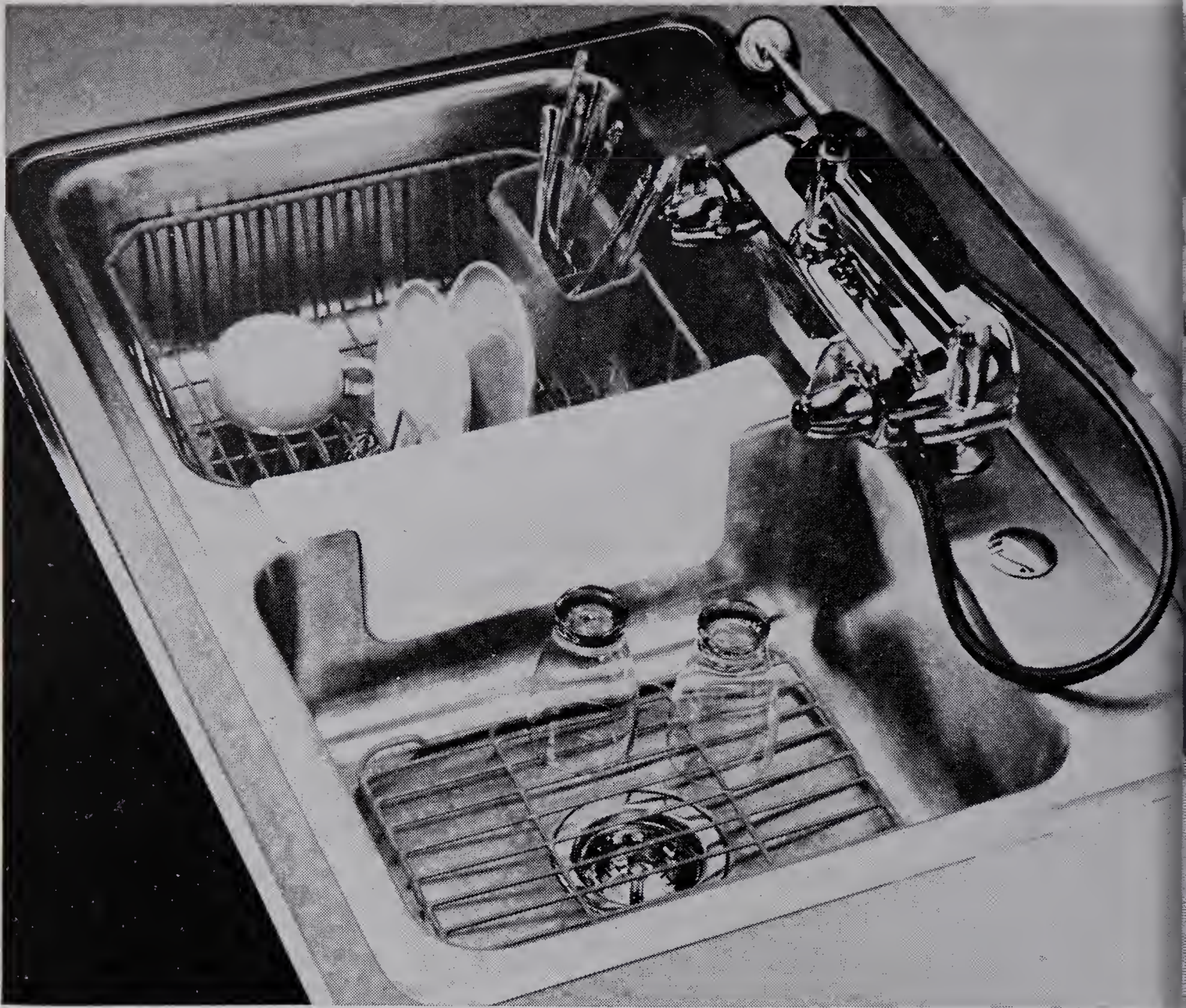
**Getting ready is important.** While you are getting a meal, wash as many dishes as you can at intervals. Utensils used in the preparation of food are easier to wash before the food has hardened on them. It also decreases the pile to be washed later.

After emptying the food for the table into serving dishes, put the utensils to soak. Dishes containing cereal, egg, flour mixtures, or milk should be soaked in cold water. Dishes used for sugar or fat should be soaked in hot water. Wipe grease from plates and pans with absorbent paper.

After the meal store any left-over food which you wish to save. Unless there is a definite use for small portions of food, do not save them. They clutter up the refrigerator and frequently have to be thrown away later anyway. Food which is to be placed in the refrigerator should be allowed to cool first.

Scrape all dishes and rinse them. Garbage should be well drained, as germs grow fast in moisture. Garbage disposal is regu-





WOOSTER RUBBER CO.—RUBBERMAID

*Scalding water is necessary for clean dishes. Brush and spray attachments prevent injury to the hands. Rubber aids protect dishes and lessen noise.*

lated by sanitary authorities in the community, and disposal regulations vary. Prepare the garbage as is required in your community. Many kitchens have a garbage-disposal unit in the sink. The food is ground fine by machinery and washed away in the plumbing.

Tin cans should be rinsed so that insects and animals are not attracted to them. The lids should be completely removed from cans to prevent animals from getting their heads caught in the cans. Broken glass, tin cans, and glass jars to be discarded should be placed in a container separate from the one used for food refuse.

Pile similar dishes together. Collect all silverware with handles pointing in the same direction. Place dishes in the order in which they are to be washed. For the right-handed person, place the





S.O.S. CO.

*Allowing food to burn is careless and wasteful and requires extra work to clean the pan. Use a cleanser which does not scratch or roughen the surface of the utensil.*

dishes at her right. It will be more convenient for the left-handed person to have them at her left.

**Suitable equipment and supplies make work easier.** Some people prefer to use a dishpan for washing dishes and to rinse the dishes under running water before placing them in a draining basket. Others use a second pan of hot water for rinsing. Still others place the washed dishes in a draining basket and pour scalding water over them. The necessity of saving water when it is scarce is a factor in deciding which method is to be used. Modern sinks are equipped with stoppers so that they may be used in place of dishpans. Rubber or plastic liners protect the surface of the sink and prevent the dishes from being chipped or broken.



Many homes have electric dishwashers. Each type of washer has its own directions for use which should be followed carefully. These washers are time and labor saving, but they are also costly, and some of them are hard on good chinaware.

Dish towels, dishcloths, and dishmops should be clean. Wiping dishes on a dirty towel or washing them with a dirty cloth is foolish. It is better to let scalded dishes dry in the air than to wipe them with soiled towels. Some persons prefer the scalding and airing method to using towels, even if the towels are clean.

Linen towels absorb moisture well and are good for glassware especially because they leave no lint. A small towel is easier to handle, but more will be needed than if the towel is large. Hotter water can be used with a dishmop, and the hands do not need to be in the water as much. However, a mop is hard to keep clean. It cannot be put into the regular laundry as can a dishcloth. A cloth of some kind is needed to wipe the table, stove, and other surfaces. A metal cleaner is useful for cleaning cooking utensils.

Hot water is necessary if dishes are to be really clean. Soap, soap powders or flakes, or one of the synthetic detergents will make good suds. If the water is hard, a water softener may be needed. A good scouring powder helps to clean cooking utensils and the sink. Select this powder carefully, as the surface of the sink may be scratched if the powder is too coarse. Special polishing agents are available for the cleaning and polishing of copper, aluminum, brass, and silver.

**Order and system save time.** Fill the dishpan or sink one-half to two-thirds full of hot, soapy water. Dishes of each type are washed separately. The cleanest dishes are washed first. The usual order is glassware, silverware, cups, small plates and sauce dishes, large plates, serving dishes, platters, kitchen crockery (mixing bowls), kitchen cutlery (knives, cooking spoons, and the like), and cooking utensils, leaving the greasy ones for the last. Change the dishwater as often as needed to keep it clean and hot. Only a few pieces of glassware or china should be put into the pan at one time. This lessens the possibility of chipping glasses, breaking handles off cups, and causing other damage.

If you are working alone, you may want to wash all the dishes before scalding and wiping them. If you wish, each type



of dish may be scalded and dried before washing the next kind. If two people work together, the task goes faster and is more pleasant.

After you have washed the dishes and utensils, wipe off the table, stove, and other working spaces. Wash and wipe the drain basket and dishpan before putting them away. Clean the sink. Wash and rinse the dish towels and cloth or mop, and hang them in an airy place to dry.

### **Putting your ideas to work**

- 1 Set up a dishwashing schedule for your home.
- 2 Compare the time it takes to wash dishes by hand and with an electric dishwasher.
- 3 Determine the reasons for the order for washing dishes suggested in the text.
- 4 What differences might there be in dishwashing procedures in the laboratory from those in the home?
- 5 Compare soaps and detergents for dishwashing. Decide which is best.

### **How do you clean the refrigerator?**

The weekly cleaning of the refrigerator, whether the refrigerator uses ice or is mechanical, is one regular task a junior high school girl can well assume. She may need direction at first, but the cleaning soon can be done without supervision. This is an important job because the health of the family is concerned. Lack of cleanliness may cause food spoilage which not only is harmful to health but costly as well. If proper care is given to the refrigerator daily, the weekly task is easy. Spilled food should be wiped up at once.

**Remove food.** All food should be removed from the refrigerator before beginning the cleaning. Throw away foods which have spoiled or are not going to be used. If possible, put together small portions of food so there will not be so many containers. Sort fruit and vegetables in the hydrators. Empty the ice-cube trays.

**Wash shelves and walls.** Use warm water with baking soda or ammonia in it to wash the shelves and the inside walls of the refrigerator. Soap may leave a disagreeable odor. Wash and scald the ice-cube trays before refilling them with fresh water. Wash and scald the hydrator, defrosting pan, and other special containers. Care should be taken not to put glass shelves or trays into hot water. Sudden changes in temperature might cause them to break.



**Give some refrigerators special care.** In mechanical refrigerators, as heat is absorbed from the food in the chilling process, frost collects on the pipes and inside the freezing section. A heavy formation of frost prevents the proper operation of the cooling system. Some models defrost automatically. If not, you must turn the defrosting switch at regular intervals.

Most refrigerators have directions for defrosting, but two general methods are used. The defrosting switch may be turned on at night, and by morning the box is ready to be cleaned. The second method hastens the process. After the motor has been shut off, a pan of hot water is put into the freezing compartment or the ice-cube trays are filled with hot water. The defrosting tray should be left in the box to catch the water from the melting frost.

In refrigerators using ice, cleaning the drainpipes is especially important. Frequently a slimy substance from the ice collects in these pipes. This is unsanitary and has an unpleasant odor. A long, slender brush is convenient for cleaning the drainpipes. Wash the pipes with hot soda water. The drain pan, which collects the water from the melting ice, must be emptied regularly and occasionally needs washing in the same way as the drainpipes.

Unless there is a continuous circulation of clean, cool air, food will not be preserved efficiently. Do not cover ice with a cloth or paper; this prevents a free circulation of air.

**Putting your ideas  
to work**

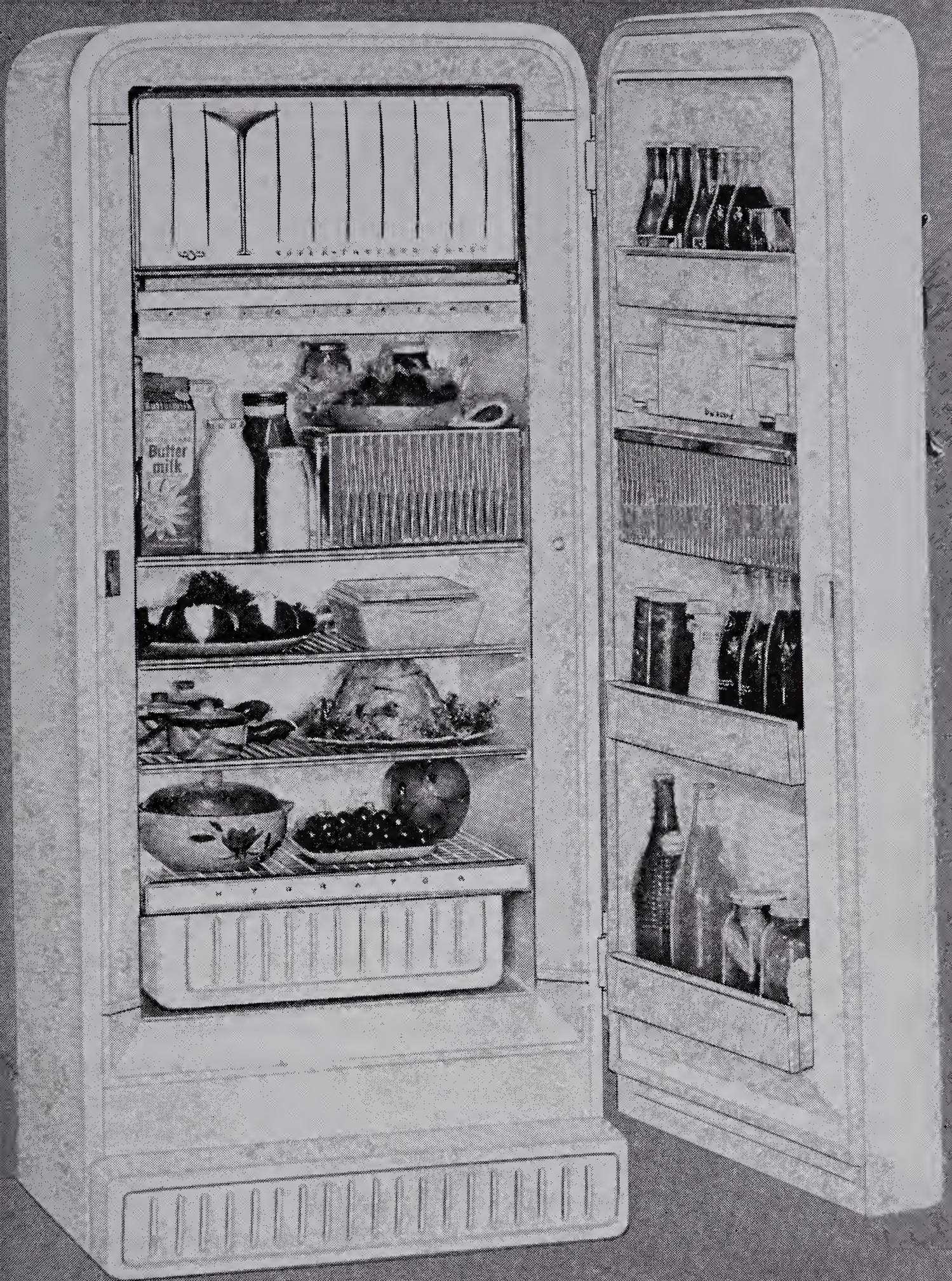
- |  |  |
|--|--|
| 1 Draw a diagram of your refrigerator at home. Show where you        | would place milk, eggs, butter, raw meat, lettuce, melon, oranges, and meat broth. |
| 2 Explain why the ice in an icebox should not be covered with paper. |  |

**Does the silverware need polishing?**

Polishing silverware is one job which is sure to bring you recognition and praise. The result of doing this task well is always noticed. Nothing adds to the beauty of a table more than bright, shining silverware. Gases in the air and certain foods react on silverware to produce a dull, ugly coating called tarnish. Ordinary dishwashing will not remove this tarnish. Regular and frequent polishing is necessary to keep silver bright and attractive.

**Various methods are used.** Two methods are most commonly used. Your mother will help you to decide which one is preferable





GENERAL MOTORS CORP.

*Modern refrigerators provide convenient ways of preserving foods. The health of the family is guarded by cleanliness and by maintaining the proper temperature in the refrigerator.*





WRIGHT'S SILVER CREAM

*This silverware will be ready for any occasion. Equipment for polishing should be kept together in a convenient place for frequent use.*

for your silverware. One method uses silver cream or polish. A good-grade polish should be selected to prevent scratching. Apply the polish with a soft cloth, brush, or sponge. Rub gently until the tarnish disappears. Wash the silverware in hot soapy water, rinse, and dry quickly. Polish further with a clean, soft cloth.

The following method of polishing silver is commonly used. Place the silver in an aluminum pan and cover with boiling water. Add one tablespoonful of salt and one of baking soda for each quart of water used. Let the silver stay in this solution until it is bright. The chemical action of the soda, salt, and aluminum cleans the silver. This method should never be used on silverware that has a dark design as part of the ornamentation. The dark design will be removed as well as the tarnish. Remove the silver from the water, wash it in hot soapy water, and rinse it in clear water. Polish with a clean, dry cloth.

**Handle silver carefully.** Silverware is easily scratched, so care should be taken in washing and polishing it. Lay the pieces straight in the pan, handle one piece at a time, and use a soft cloth for



drying and polishing. Dry the silver well, since water leaves spots on it.

### Putting your ideas to work

1 Divide your class into groups to polish the school laboratory silver,

each group using a different method. Compare the results.

2 Polish the awards in your school trophy case. Arrange the case attractively.

### Is the care of the bathroom your job?

The daily care of the bathroom is everyone's job. The room is a family room used by every member of the group. Each person should leave it in as clean and spotless condition as he hopes to find it. Next to the kitchen, no room requires more sanitary precaution than the bathroom. It must not just *look* clean. It must *be* clean. Even if each member takes care of his own belongings and cleans up after himself in the bathroom, certain general duties must be performed daily. Other duties belong to the once- or twice-a-week general cleaning schedule. Cleaning the bathroom is often the responsibility of the daughter of the house. It is one of the easiest rooms to clean, because nearly all the surfaces are smooth and water can be used almost everywhere.

**Fixtures are cleaned and polished.** The tub and the lavatory should be wiped with a damp cloth after each using. Because of scum from water, grease, and other dirt, frequent additional cleaning is needed. For these rings or dirty areas, use a fine powder or liquid cleanser. Coarse scouring powder makes scratches on the enamel or porcelain surface. Dirt and germs collect in these scratches and discolor the surface. Kerosene removes dirt from porcelain surfaces easily, and the odor can be quickly washed away with warm water and soap.

Wash the metal fixtures with warm, soapy water, wipe dry, and polish to remove water stains. Be sure to check the drain for hair, bobby pins, or other articles that might clog it. Rub off the water spots on the mirror with a damp cloth; then polish the mirror with a dry cloth.

Scrub the toilet bowl with a brush kept for this purpose only. Good, commercial disinfectants and deodorizers are available. A small amount of one of these solutions should be put in the bowl



and allowed to remain for a few minutes. This can be done while you are cleaning other sections of the bathroom.

**Weekly care is needed.** Even with good daily care of the bathroom, additional work must be done at least once a week. Wash the shelves of the medicine cabinet, and wipe bottles and other containers clean. Discard the empty bottles and jars. Arrange the contents of the cabinet so that the articles most used are conveniently located. Wash the toothbrush holders and drinking glasses.

The mirror will need an extra polish. The windows may need washing. One-fourth cup of ammonia in one gallon of water makes a good solution for washing glass surfaces. Wring a soft cloth out of this solution, wash the glass, and rinse it after dipping the cloth a second time. Wipe with a dry cloth or a piece of chamois skin, rubbing the glass until it shines. Do not wash windows in strong sunlight, for they will dry and streak before you can polish them.

Commercial preparations may be sprayed on mirrors and windows as you have seen the filling-station attendant do to the windows of a car. Be sure to use the stepladder if you need to climb to clean a window or mirror. Fresh curtains may be placed at the windows. Starched curtains soon lose their stiffening in the dampness of the bathroom, and they need to be washed and ironed often.

The wall around the lavatory and bathtub may need to be washed to remove the marks of splashings. Wipe the wall with a clean, damp cloth, and dry it well. Dust the window casings and tops of doors and ledges. If light fixtures are low enough to reach, they should be dusted. The electric light globe may be taken out to be washed. Do not handle electric equipment of any kind if your hands are wet or if you are standing on a wet floor. If the bathroom contains a heater, radiator, or stove, it should be dusted. Pipes for plumbing should be wiped.

**Supplies are replenished.** Before starting the cleaning, remove soiled towels, washcloths, and bath mats and place them in the laundry. After the bathroom is cleaned, replenish the supplies needed. Soap, toilet paper, and cleansing tissues may need replacing. Put up fresh towels and washcloths, hanging them neatly in place. Each member of the family should have a rack, or part of one, for his cloth and towel. These are as personal articles as a



comb or toothbrush, and they should not be shared with other people. Hang a fresh bath mat in its place.

**The floor is washed.** The covering on the floor will determine how it is to be cleaned. First sweep the floor to remove as much dirt and lint as possible. If the covering is linoleum, wash it with warm water and a mild soap. If the floor is tile, a stronger soap or cleanser may be used. A cloth or small mop and a brush may be used if needed. Dip the cloth into water and wring it partially dry. Wash a small portion of the floor at a time, being sure that all excess water is wiped up.

A thin coat of wax may be put over a linoleum covering. It protects the linoleum and keeps it shiny, but it is a safety hazard since the dangers of slipping and falling are increased. After the floor is dry, replace rugs that have been shaken or cleaned.

### **Putting your ideas to work**

- 1 Explain why each person in the family should have his own towel and cloth.
- 2 Clean the medicine cabinet at home. Consult with your mother before discarding any of its con-

tents. Arrange the contents for convenient use.

- 3 List habits each person in the family should develop regarding use and care of the bathroom.
- 4 Discuss the relationship between the habits practiced at home and those practiced at school and in other public lavatories.

### **Do you do the ironing?**

Modern equipment makes ironing a comparatively easy task. Years ago flatirons had to be heated on the stove. This heat made the room hot and uncomfortable for work. The irons were heavy and tiring to use. Today most homemakers use electric irons. Some irons have a water compartment in which steam is produced. The steam moistens the cloth, sprinkling it as the iron is used. Some irons have controls which allow regulation of the heat for the type of material being ironed. Electric ironers, sometimes called mangles, handle large pieces such as sheets. Because ironing is an easy task, it often is one of the responsibilities given to the daughter of the family. She is expected especially to iron her own clothes.

**Laundry must be sprinkled.** When you do not use a steam iron, fabrics, excepting rayon and nylon, will iron more smoothly if dampened first. There are several ways to do this. Dip the fingers



or a brush into lukewarm water and sprinkle the water lightly over the garment. A bottle with a sprinkler cork may be used as a clothes sprinkler. There are also plastic bags in which the dry clothes are placed with a definite amount of water. When allowed to stand, the clothes absorb the water easily and uniformly.

After sprinkling the clothes, fold and roll the garments to distribute the moisture evenly. Similar articles, such as handkerchiefs and napkins, are sprinkled and rolled together. Wrap the rolls of dampened clothes in a towel, or place them in a clothes-basket. Cover well to keep them from drying out. Allow them to stand for a half-hour or more before ironing. This allows the cloth to become uniformly damp.

Garments that do not need sprinkling should be folded carefully for pressing. If there is much laundry, the time taken in ironing sheets, dish towels, knit underwear, and the like could be spent to better advantage. The saving of time and energy may be more important than ironing these pieces. Then, too, some people prefer the fresh, clean smell of clothes just as they come from the clothes-line.

**Ironing is an art.** Rules for ironing that will apply to all materials and garments cannot be stated, but some general pointers may be given that will make work easier. Know the kind of material which you are to iron. Different textiles require different temperatures. Rayon and silk need a low temperature. Some rayon materials will melt and completely disappear under a hot iron. Too hot an iron will make rayon shiny. This shine is caused by the melting of the rayon threads, and it cannot be removed. Silk gets shiny and stiff when the iron is too hot. It is better to iron both rayon and silk materials on the wrong side.

Woolen materials get shiny if not covered with a cloth while being ironed. Wool scorches easily and so requires a low temperature. Cottons and linens need a high temperature. If the iron has a regulator, be sure that it is set properly for the material to be ironed. Some irons automatically adjust to the heat needed. If your iron has no control, test it by touching it with a damp finger. If there is a hissing sound, the iron is hot. A test may be made on a part of the garment that will not show—on a seam or inside a hem.

Pressure is not needed in ironing. Guide the iron slowly and



smoothly over the material. Short, jerky motions are tiring, and the heat is not applied in one place long enough to dry and smooth the material. Do not allow the iron to remain in one place long enough to scorch the material. This applies to the ironing board cover too. If the iron is the kind that you stand upright when not in use, the cloth will not be burned. If the iron is not this kind, be sure that you have an asbestos or metal pad on which to place the iron. When you have finished ironing, or if you must leave the iron for any length of time, be sure that it is disconnected. This is a very important safety precaution.

Follow the threads of the material with the iron. This helps to prevent pulling the material out of shape. In ironing handkerchiefs, napkins, towels, and the like, pull the edges straight and keep the corners even. Iron the hems until dry. Heavy linens, such as napkins and tablecloths, should be ironed on the wrong side first and then on the right side. Embroidery should stand out from the material. To get this effect, place the article on a heavy towel right side down, and iron on the wrong side. The section of a garment where there are buttons may also be ironed in this

ENTS' MAGAZINE



*Skirts need frequent pressing to keep them looking fresh. Since wool scorches easily and gets shiny, a cloth is used when pressing*



way. Slide fasteners should be closed before ironing around and over them.

Do not expose any more of the material at one time than is necessary. The air will dry out the article and make ironing more difficult. Sometimes additional dampening is necessary as you work. If sheets are carefully folded, pressing the top hems is often enough. This does not remove the fresh, outdoors fragrance that some people prefer.

In ironing blouses or dresses, the smaller areas, such as collars, yokes, ruffles, and sleeves, should be ironed first. This prevents the larger areas from becoming wrinkled. They should be ironed last. Hang blouses and dresses on hangers to dry completely. Wrinkles form easily if the garment is disturbed while it is damp.

As the ironing is done, mending needs should be checked. Those garments that need attention should not be put away until they are repaired. After ironed clothes have aired and dried, fold them or hang them in the proper places in drawers or closets.

### **Putting your ideas to work**

- 1 Have a demonstration of the use of a steam iron.
- 2 Demonstrate the proper way to iron
- 3 Try ironing with different temperatures on samples of various materials.

different garments or articles, such as a blouse, a dress, shorts, a towel, a skirt, and a handkerchief.

### **Is there an easy way to clean a room?**

The living room is an appropriate name for the room that is the center of the family's activities. Because so much time is spent in it, this room should be pleasant and inviting. Furniture should be comfortably and conveniently arranged. Lamps should be placed where the light will fall on work or reading matter. Windows should shine. Of course, cleanliness is important.

After the family has spent an evening in the living room, there is likely to be some disorder. A few minutes spent at night to put the room in order will make the morning start more pleasantly. Empty the ash trays, gather and fold newspapers, put away games and hobby materials, and take soiled snack dishes to the kitchen. Put together schoolbooks and other supplies, ready for a smooth start in the morning. This nightly pickup also gives a good start toward morning cleaning, for it is easier to clean an



orderly room. Methods of cleaning will vary with the equipment to be used and with the preference of the homemaker. A few suggestions are made here.

**Dust and remove small furnishings.** If small, easily moved articles are dusted and taken out of the room, they are out of the way of general cleaning. Use a soft brush to dust lamp shades. Dust the magazines to be kept, and carry out those to be discarded with old newspapers. Lamps, ash trays, vases, candlesticks, and other ornaments should be carefully dusted or washed if necessary. Take out plants for watering or spraying. Remove small rugs for cleaning elsewhere. Brush or shake pillows and scarves, and empty the wastebaskets.

**Brush upholstered furniture.** Vacuum cleaners have attachments for dusting upholstered furniture. If you do not have these attachments, a stiff brush will serve very well. Brush thoroughly all over the upholstered article, not neglecting the corners. If there are removable cushions, take them out and brush underneath and on both sides. If you do not use a vacuum cleaner, cover the dusted furniture with a sheet or newspapers to keep dust from settling on it during the cleaning of the room.

**Clean floors and rugs.** In learning to care for your own room, you used the vacuum cleaner and the broom to clean the floor. Another method is to use a carpet sweeper. It is lighter and easier to handle than a vacuum cleaner, but it does not do as thorough a job of cleaning. Move the sweeper slowly and evenly over the carpet or rug with enough pressure to pick up the dirt and dust. The brushes on the sweeper must be kept free from hair, lint, and other things that collect on them. The sweeper box should be emptied frequently. Food crumbs and other substances collected in it attract ants and moths.

The brush in the vacuum cleaner needs the same care and attention as the brushes in the carpet sweeper. The bag that catches the dirt needs to be emptied regularly. Take the bag outdoors if possible, and empty the dirt into a paper sack or a newspaper. The motor of the vacuum cleaner should be oiled regularly. Care should be taken not to pick up pins, bobby pins, or other metal objects with the cleaner, for they may injure the mechanism.

**Wash pictures and mirrors.** Pictures, mirrors, vases, and other articles covered with glass or with a highly glazed surface get



smoky and cloudy looking from gases in the air. Since dusting is not sufficient to remove this film, washing is necessary. This is done in the same way that you wash windows.

The window ledges need to be washed frequently, as dust seeps in through even tight casings. If there are Venetian blinds at the windows, they need special care. Regular dusting may be done with a clean, soft cloth or duster made especially for this type of blind. Dust each slat separately. Occasionally the blinds will need to be washed. Use warm water and a mild soap, or use one of the commercial cleaners that are on the market. A little ammonia in the water will help to cut grease that may have settled on the blind.

GLAMORENE RUG CLEANER



*Electrical equipment makes household tasks easier. Open bookshelves are attractive, but they need frequent dusting.*



**Dust the furniture.** If a vacuum sweeper is used, the dusting should be done before the floor is swept. If a broom is used, dust should be allowed to settle before the dusting is done. The process of dusting is the same whether it is done before or after the sweeping.

Dustcloths should be soft and free from lint. Cleanliness is important. Instead of cleaning the furniture, a dirty cloth will soil it. A piece of old material, free from buttons or fasteners, takes up the dust more easily than new material. Oil, water, or other liquid on the cloth may leave streaks and dull the luster of wood. They should be used sparingly if at all. Cloths especially treated for dusting are available at many stores.

Dusting should be done with a wiping motion. Pick up the dirt; do not brush it off to fall on some other object. Do not flick the dustcloth around; this only scatters the dust. When the cloth needs shaking, take it outdoors to do so.

Follow a system for dusting. Begin in one corner of the room, and dust all parts and pieces as you go. If you skip around, some places may be missed. Dust the higher places first, then the lower ones. Dust lamps, light fixtures, window casings, and baseboards. Books on open shelves should be dusted with a dry, clean cloth. Any liquid on the cloth would soil the book cover. For the same reason, window shades should be dusted with a dry cloth.

Fingerprints and scratches are not removed by dusting. Polish may be needed. If used, furniture polish is rubbed on after the dusting is completed. Apply the polish or wax evenly and sparingly. Allow it to dry, then rub it with a clean cloth until it is smooth and shiny.

**Replace the furnishings.** This is the last step in the cleaning of a room. Put the chairs and tables back in their accustomed places, and return the cleaned rugs. Remove covers from upholstered furniture. Adjust the window shades at a suitable level, and straighten pictures and mirrors if they are out of line after dusting. Small articles, which were removed at first, are brought back and put in their proper places. Check to see that everything is in order before you call your job completed. The satisfaction of a job well done is gained from seeing the cleanliness, order, and attractiveness you have created.



## Putting your ideas to work

1 Make a class project of cleaning the social room at school. Perhaps the

teachers' restroom could also be used for a cleaning project.

2 Clean the living room at home, and have your mother write the teacher about how well you did the job.

## Who does the odd jobs?

Preparing food, cleaning the house, and laundering clothes are the big jobs in housekeeping. Every home, however, has countless little tasks that need to be done to keep the household running smoothly. Wastebaskets must be emptied. Pets are part of the family, but they cannot take care of themselves. Feeding, walking, and bathing the dog or cleaning the bird cage or the fish bowl are responsibilities which someone must take in order to enjoy the privilege of having pets. Are these your jobs?

**Outdoor living areas are part of the house.** Outdoor living is becoming increasingly popular with American families. Many homes have patios, barbecue pits, or porches where the family spends pleasant times together. These areas need care and attention just as do rooms inside the house.

Rugs and cushions should be shaken or brushed and removed so as not to get wet while the floor is being cleaned. Remove furniture from the porch if it will be harmed by water. Sweep the floor, then scrub it with a stiff broom or brush and plenty of water from a hose or pail. Rinse until the floor is clean. If the patio is made of flagstones, they may be scrubbed in the same way as the porch floor. When the floor is dry, replace the furniture and rugs.

Sidewalks around the house need to be swept frequently. Dust, dirt, and litter from the street accumulate on them. If water is plentiful, sidewalks may be washed.

Many homes have barbecue pits or outside fireplaces. Cleaning this area must be someone's job. Ashes should be taken up and put into a bucket for carrying away. The grill will need to be cleaned to remove the grease from cooking. The platform around the barbecue pit may be cleaned in the same way as the floor of the porch. The supply of wood or other fuel should be replenished so that it will be ready for use the next time it is needed.

Some homes, especially in rural areas, may have outside toilets. For sanitary reasons these must be kept very clean. The toilet





MASONITE CORP.

*Outdoor living may add another room to the house. Such space needs the regular care that is given to other rooms.*

seat and the floor should be scrubbed with soap and water. Chloride of lime is a good disinfectant. A container of this material should be available for frequent use. Be sure that there is an adequate supply of toilet paper.

Cupboards and drawers are special jobs. Shelves and drawers where dishes and food containers are kept need attention regularly



and frequently. Develop the habit of putting articles in their proper places each time they are used. This will decrease the time needed to straighten and clean the cupboard or pantry. Open shelves must have more frequent cleaning.

Remove all dishes, containers, and soiled paper from the shelves. Wash the shelves with warm soapy water, rinse, and dry. Cover the shelf with fresh paper folded to fit. Sometimes shelves are painted or covered with oilcloth or other material so that paper is not needed.

If dishes are in regular use, they will not need washing. The dishes that are not used every day may be dusty or murky from the gases in the kitchen. They should be washed by the usual method. Replace the dishes on the shelves in their regular places.

Shelves and cupboards in which food supplies and utensils are kept are cleaned in the same way as are those for dishes. Remove jars, cans, or utensils, wash the shelves, and replace the paper. Wipe the containers with a cloth wrung from warm water. Sometimes the containers should be emptied, then washed and dried thoroughly before putting food back into them.

Kitchen shelves and cupboards can be attractive color spots. Shelf paper may be purchased in many colors and designs. Gaily-colored pottery is decorative as well as useful. Colored enamel cooking utensils or bright copper or steel pans may be hung on walls for convenience and for decoration.

**Flowers and plants add beauty.** The colors of flowers and growing plants add beauty to a room. One does not need to be an expert gardener to care for plants nor an artist to make attractive flower arrangements.

The regular watering of the plants could be one of the tasks assigned to the girl in the home. Some plants may be watered from the top. Others do better if set in a pan of water and allowed to absorb the water from the bottom. Your mother will help you decide which is better for your plants. In watering them, be careful that excess water does not run over on the table or shelf. Marks that are made by water are hard to remove. Dry leaves and blossoms should be picked off the plants. Occasionally the leaves should be wiped with a damp cloth or brushed with a soft brush.

Experts in flower arrangement have acquired their skill from long experience and study. Many of them are florists who make





*These suggestions will help you make attractive arrangements. Do not crowd flowers. Arrange them so that the lines of the stems may be enjoyed. Have a variety of lengths in the stems.*

beautiful, elaborate arrangements for sale. Homemakers may learn to use artistically whatever is at hand either in flowers or in containers. Many people develop skill in arranging flowers as a hobby, as a way of having fun, and as a way of adding beauty to the home.

To help you to make simple but lovely flower arrangements for your home, a few rules are given.

#### **FLOWER ARRANGEMENT**

- 1 Choose the best container, one that is suitable in size, shape, and color. Most homes have the usual glass or pottery vases. Other interesting containers are baskets, glass bricks, pitchers, earthenware jugs, or copper watering pots. Crumpled chicken wire may be placed in the container to hold the flowers firmly in place if regular holders, or "frogs," are not available. The container should be chosen according to whether the arrangement is to stand against a wall or is to be seen from all sides, such as with a table centerpiece.
- 2 Put the flowers into the container, one at a time, placing each one so that it will show to the best advantage and so that it will help to build the whole arrangement. Keep the sides balanced but not exactly alike. One side may be high, the other wide, but



still be in balance. Allow some of the material to fall over the rim of the container to tie the two together.

- 3 Keep the arrangement simple. A few flowers show off better than many crushed together.
- 4 Use an uneven number of blossoms. It is more interesting to look at than an even-numbered group.
- 5 Follow the natural lines of the flowers.
- 6 Have the stems of different lengths.
- 7 Have a center of interest. This should be near the bottom of the arrangement. It may be a darker-colored blossom, a larger one, or a flower of an entirely different color.

Charming arrangements may be made from many things besides hothouse flowers. Garden flowers are always good when available. Foliage of all kinds can be used effectively. Plants that are often thought of as weeds make interesting arrangements—cattails, milkweed pods, pine cones, branches, wild grasses, or even pieces of bark.

### **Putting your ideas to work**

- 1 List the odd jobs around your home. Which ones can you take as your responsibility?
- 2 Report on the care and feeding of the pets that are owned by class members. What extra household tasks does their care require?
- 3 Clean the cupboards assigned to your group in the laboratory, changing the papers and replacing the dishes and supplies.
- 4 Organize committees to be responsible for simple floral arrangements in the laboratory, library, office, or social room of your school. Follow the suggestions that are given in the text.

### **Is your house a safe place in which to live?**

Much emphasis is put these days on the importance of safe driving. We are reminded constantly of the accidents that happen in traffic. It is hard to believe, but more accidents, serious and minor, happen every day in homes than in traffic. We need to become more safety-conscious. Most accidents are caused by ignorance or by carelessness, and most accidents could be avoided.

**Falls can be prevented.** Keep these precautions in mind: (1) Use as a ladder only pieces of furniture which stand firmly on the floor. (2) Wipe up immediately anything spilled on the floor. (3) Leave toys, skates, and such things where they will not be tripped



over. (4) Keep rugs smooth and flat on the floor. Small rugs on waxed floors are hazards. (5) Walk up or down stairs instead of running. (6) Use a rubber mat in the bathtub when taking a shower. (7) Be sure railings, window sills, and furniture are strong enough to bear your weight before sitting on them.

**Burns can be avoided.** Use electrical appliances only when you are standing on a dry floor, and handle electrical connections and appliances with dry hands. Use sun lamps with extreme care for short periods at a time. Severe burns can be made by such lamps.

**Fire is a hazard.** Be sure a match is out before throwing it away. Wet matches before throwing them into trash boxes or baskets. Keep matches and cigarette lighters away from children. Disconnect the iron if you are called away while ironing. Keep oil mops and cloths in metal containers. Keep closets well ventilated. Use flammable liquids outdoors, if you use them at all. Avoid the accumulation of papers and trash that might become fire hazards.

**Cuts are serious.** Handle broken glass and razor blades carefully. Dispose of them in the proper containers instead of throwing them into wastebaskets. If no containers are provided, a small box may be used. Open tin cans carefully with a regular can opener.

LOPAEDIA BRITANNICA FILMS



*Big brother gives a lesson in safety. A firm ladder is the safest device for reaching high places.*



## Putting your ideas to work

- 1 Check your home for safety hazards, and correct those you find.
- 2 Plan a home safety bulletin board. Discarded magazines are a treasury of pictures to use on posters and

bulletin-board arrangements. You will find many pictures of foods and fashions; family groups in all kinds of activities; and colorful fruits, flowers, and table settings. There are always pictures of babies. All you need is a good imagination and nimble fingers.

## *Books you will like to read*

Laird, Helene, *Nancy Keeps House*. World Publishing Co., Cleveland. Nancy learns to keep house so that she can help her mother when a new baby comes into the family.

Medearis, Mary, *Big Doc's Girl*. J. B. Lippincott Co., Philadelphia. A seventeen-year-old girl assumes the responsibility of caring for the family.

## *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 18, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |                 |  |
|-----------------|--|
| 1 accident      | A Risk or danger.                              |
| 2 arrangement   | B To remove dirt and soap.                     |
| 3 detergent     | C Discoloration.                               |
| 4 disinfectant  | D Tableware, vases, and dishes made of silver. |
| 5 equipment     | E Operated by machinery.                       |
| 6 garbage       | F A working space.                             |
| 7 hazard        | G To make bright and clean by rubbing.         |
| 8 laundry       | H A cleansing agent.                           |
| 9 mechanical    | I Pertaining to health.                        |
| 10 refrigerator | J To treat with boiling water.                 |
| 11 rinse        | K Pertaining to electricity.                   |
| 12 sanitary     | L Furnishings or apparatus.                    |
| 13 scald        | M Placement in proper order.                   |
| 14 scour        | N Mishap or disaster.                          |
| 15 scrape       | O To remove water.                             |



- 16 silverware      P A place for keeping food cool.  
17 tarnish        Q Refuse or waste.  
18 wring          R An agent used for destroying germs.  
                      S Clothes to be washed.  
                      T To rub over a surface with a rough instrument.

*A FURTHER TEST: After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Are you a big sister?

Babies and little children are the most interesting personalities in a family. This is true, of course, because they are so appealing and lovable. By just being themselves, they bring great pleasure into a home. Their dependence and need of care and protection appeal to older sisters and brothers.

Because little children grow and develop rapidly, new traits and abilities appear almost every day. You can see a personality taking form as you watch a baby experimenting with the people and objects around him. You observe the ways that he responds to love and approval, and you recognize the means by which he secures what he wants from people. Soon you realize that you have a particular responsibility because little brothers and sisters look up to you and imitate your actions.

While younger members of the family add great pleasure, they also present some problems. There are times when they can be very annoying when they interfere with your activities. Sometimes this trouble develops because you are acting in just as childish a manner as they are. So you can see yourself in a little child and recognize the beginning of traits both good and bad.

Although girls of your age usually do not have responsibility for the complete care of a baby, you often help with his care when he is a member of your own family. Occasionally you may take care of children of relatives or neighbors to relieve their mothers. This is a pleasant kind of work for you, a way to earn money, and a real service that you can give to your community.

No matter what relationship you may have with little children, you will enjoy them more when you understand them and appreciate their need to learn about everything they see and hear





GERBER BABY FOODS

*A tiny baby needs love and protection. It is fascinating to watch him grow and develop. Every person who is around him influences his personality.*

and touch. You will be more patient in answering their many questions. You will understand that they must experiment with persons, situations, and things. You will appreciate their need for love and a feeling of belonging.

### **Is a baby a personality?**

If you have ever visited a hospital and looked through the big window of the nursery at the newborn infants, you may have been surprised to see how much alike they looked. True, some had dark hair, while many had no hair at all, and some were smaller than others; but there was not much difference among their little faces, with their tiny noses and tightly closed eyes. In a few days after a baby is taken home, however, family members begin to see very definite characteristics. Watching the growth of an infant is fascinating, for every day brings new development.

**Babies grow rapidly.** Tiny babies are appealing and you want to cuddle them. You realize that they need protection and must



be handled carefully. They can see very little during the first few weeks of life, but their hearing is well developed after a few days. Sudden, loud noises frighten a baby, so you should approach him quietly and speak softly.

A baby should be held closely and firmly so he will feel safe. His back and head must be supported by your arm when you lift or hold him, since he cannot hold up his head by himself until he is two to four months old.

When the baby is born, the bones of the skull are not completely joined. There are two "soft spots," one at the back and a larger one on top of the head. These must be protected so that they are not bumped. As the child grows, calcium that he gets from his food, particularly from milk, is deposited in the bones and hardens them. The soft spots in the skull close, and arms, legs, and spine become strong enough to support the baby. Most babies can sit alone when they are seven to nine months old. In a few more months they begin to crawl or creep, each one in his own fashion; they can stand and begin to walk at about fifteen months.

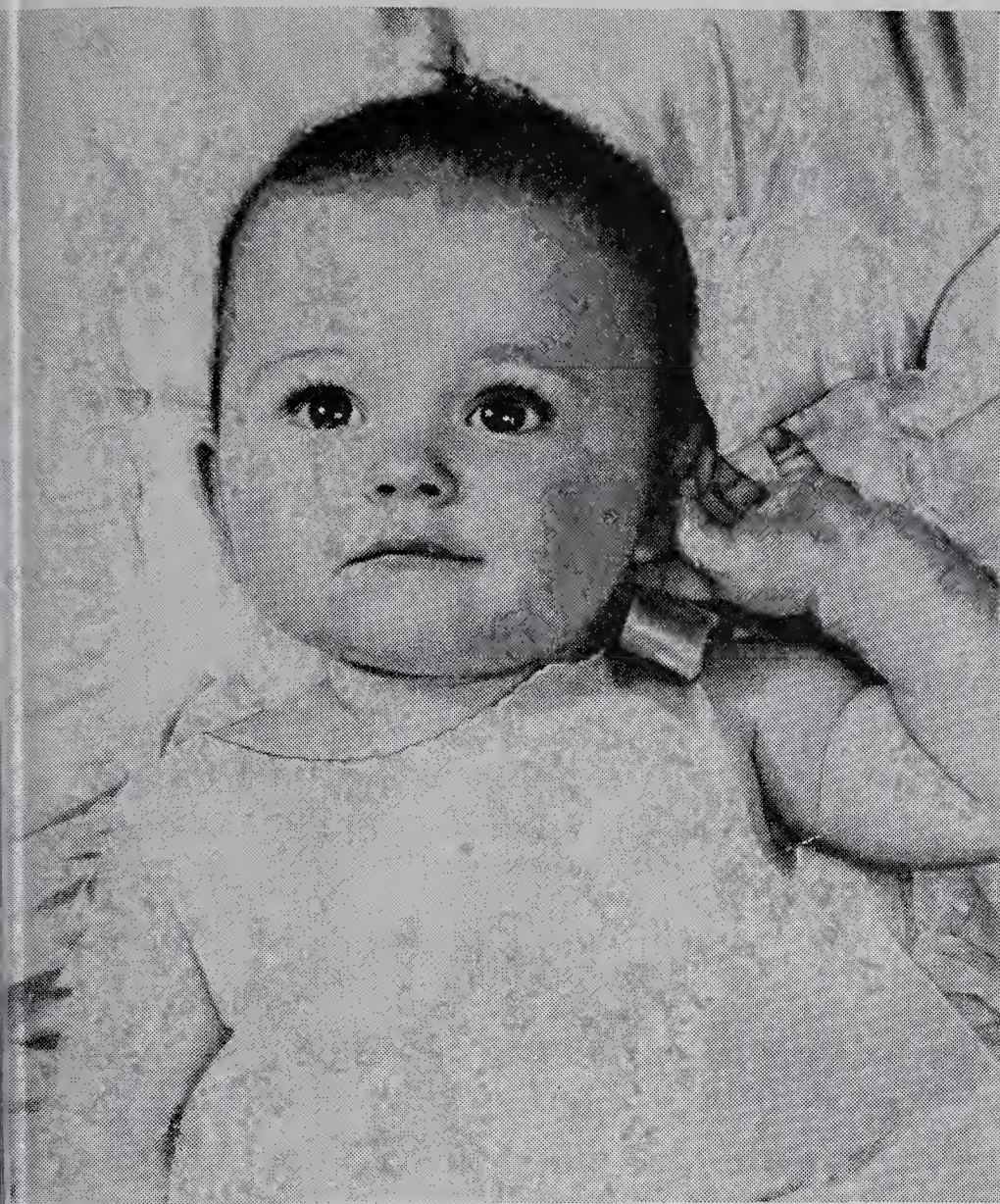
The ages at which babies achieve these steps in their growth vary. All babies grow and develop in the same order, but each one does so at his own rate. Do you have your own baby book, the record that your parents kept of your development? It would be interesting to get your statistics and compare them with those of other members of your class.

Normal growth of the little baby depends to a great extent upon his having the right food and plenty of sleep. While milk is the chief food of an infant, he soon is given other foods to furnish the variety of materials that is needed. Fruit juices at first, then cooked and strained or mashed fruits, cereals, and vegetables are given. Soon, he may have soft-cooked egg and finely chopped meat. When his teeth begin to appear, the baby will enjoy a piece of hard cracker or toast on which he can chew.

**Babies develop mentally and emotionally.** While you see the increasing size and strength of a baby as he grows, you also see changes in his behavior.

An infant is interested only in himself. He cries when he is hungry or uncomfortable, regardless of the time of day or night. It does not matter to him that other people may be disturbed or





*Babies soon become alert to moving objects and to sounds. They recognize familiar voices and sense the approval of smiles. They learn rapidly.*

GERBER BABY FOODS

are busy. He soon learns to get the attention and comfort of others by his cries, and becomes very much attached to the persons who feed him and make him comfortable.

He tires of being in one position too long; changes give different muscles chances for exercise. All family members should give baby some attention, pick him up and hold him frequently when he is awake, and not make it necessary for him to cry in order to get a change of position.

In the period of six to twelve weeks after birth, babies learn to focus their eyes, watch bright objects, and follow moving objects. They have no sense of distance and reach for faraway objects as readily as for those near at hand. They begin to sense the approval of smiles and to smile in return. They soon learn to distinguish differences in voices, to recognize familiar ones, and to know the tones of love, command, and disapproval.

**Social development is limited.** Little babies are happy by themselves, but, when they are old enough to see and distinguish people, they want to be with others. A baby in his crib or pen may seem to have his attention on himself and his toys; but he is conscious



that there are people around him, and this gives him the sense of belonging that he needs. He enjoys some loving attention from persons who are familiar to him, and he wiggles with glee when they laugh and play with him.

### **Putting your ideas to work**

- 1 Examine your own baby book, and note the ages at which steps in development occurred. Notice your weight and your height at birth; average gain; and ages when you sat alone, cut your first teeth, walked, and talked. Was there a similar pattern of development that all of you followed?
- 2 Describe the stages of development that you have noticed in a baby in your family or in a friend's family.
- 3 Demonstrate the correct way to lift and hold a baby, by using a doll. Every girl should practice until she can lift the doll easily, with its back and head supported by her arm.

### **How can you help to care for a baby?**

Tiny babies require the care of an adult; probably, you will not be expected to bathe or to prepare the food for a very young baby. But you can give him some care that will be enjoyable for you and of great help to his mother.

**Babies should be held for security.** The greatest satisfaction for an infant is, of course, satisfying his hunger by eating food. In addition to this satisfaction, babies have a sense of security if they are held gently and firmly while they are being fed. For this reason each member of a family should hold the baby occasionally while he drinks his milk. This gives everyone a pleasant association with the baby, helps him to feel secure and to enjoy the family's companionship, and gives the mother freedom to be away from home when necessary. Frequently you, as big sister, may feed the baby.

Your mother probably will fix baby's formula every day and put it into as many bottles as he has feedings in 24 hours. She will put a sterilized nipple, covered with a nipple protector or cap, on each bottle and store all in the refrigerator. A few minutes before feeding time, wash your hands thoroughly. Place one bottle in a pan of warm water and heat it slowly, as your mother will show you, until a few drops of milk from the nipple feel warm but not hot when allowed to drip onto the inner side of your wrist. Be very careful, as you remove the cap, not to touch the nipple.



Set the bottle where you can reach it easily beside the chair where you will sit to hold the baby. Get him settled comfortably on your lap, with his head on your arm, and then hold the bottle so that the milk is in the nipple as it is placed in the baby's mouth. Hold the bottle at the correct angle to keep milk in the nipple. The baby will push the bottle away at times and rest, because he feels sure that you are there to serve him more when he wants it. The smiles that the two of you will exchange and the confidence that he will learn to have in you are experiences that will be very precious for both of you.

When the bottle is half-emptied, and again when the baby has finished, take the bottle away from him and hold him over your shoulder for a few minutes. Pat him gently on the back so that any air he may have swallowed will come up. This is called "bubbling the baby."

A little baby usually will sleep after his feeding. Place him in his crib where you are sure that he is covered adequately and protected so that he cannot roll about or fall.

R BABY FOODS



*A baby should be held securely with his back and head supported. Every member of the family should share in caring for a baby. This helps him to know everyone and to feel at home with them.*



**Babies need to be kept clean.** Babies have not developed immunity to many virus and bacteria infections; hence everyone should be careful to protect young children. Never kiss a baby on his mouth. If you must kiss him, the back of his neck is a safe and very sweet spot. Be sure that rattles and other toys are clean when you give them to the baby. Never take bites of his food from his spoon.

Usually you will not be allowed to bathe a very young baby, but you may help his mother by changing the baby's diapers. Get a clean diaper, fold it in half to form a rectangle. Have it ready so that you will not need to leave the baby alone after you place him on the bed to make the change. When you remove safety pins from the diaper, be sure that you close them and place them out of the baby's reach.

Your mother will show you how to cleanse and powder the baby and how to place the diaper lengthwise under him. Draw the lower part of the diaper up between his legs. Pull the back of it around him to overlap the front. Pin at each side so that the diaper is snug but not tight, pinning to the band to hold the diaper. Other pins should be placed, one on each side, to hold the front and back of the diaper together near the baby's knees. Be sure to hold your finger between the diaper and the baby's skin as you fasten the pin.

### **Putting your ideas to work**

1 Demonstrate how a baby's bottle should be heated. Each girl should

practice placing a bottle in a pan of water and testing the temperature of the milk.

2 Use a large doll for practice in changing a diaper.

### **How can you help little children to grow?**

When the baby is old enough to run about the house, he is even more interesting than when he was tiny. He has ideas about what he wants to do and begins to show greater desire for independence. You will get along with him better and enjoy him more if you try to understand why he acts as he does.

**Allow a child to do things for himself.** Sometimes older people are so fearful that a small child will be hurt or will not be successful in what he tries that they do not allow him to do anything





GERBER BABY FOODS

*A toddler wants to be independent. Let him hold his own cup and try his skill. He needs to experiment.*

for himself. Of course, you must always protect a child from dangerous situations, but you must allow him to exercise his muscles and to experiment; otherwise he cannot grow or learn. Be near enough to prevent hard bumps, but let the toddler try his hand at many skills. "Let me" soon becomes his most repeated phrase as he experiments with everything from putting on his socks to holding his glass of milk.

As a child begins to talk, do not give him all the things that he indicates he wants unless he asks for them. Doing a child's talking for him or giving him something before he asks for it takes away his need to speak. Some children need only to point



to objects they want and family members give them these articles immediately.

**Satisfy curiosity.** There are so many things for a little child to learn that he is busy continually. He wants to touch everything he sees or put it in his mouth if possible, because he is using his senses of sight, taste, and touch to become acquainted with the strange world in which he finds himself.

He sees the grownups placing things on a table above his head, so naturally he pulls the overhanging cloth or climbs upon a chair in an attempt to see or reach for himself. He does not know the result will be disastrous and does not deserve punishment. Instead, older persons should put themselves in a child's place and realize that he appreciates being shown the things that are seen so easily by taller persons.

As a child becomes older, he asks questions about everything. How else can he learn about many subjects? He may ask questions you cannot answer, or he may ask so many questions that he wears you out. Be patient and sympathetic. Always give truthful answers or help him to get them. Keep his confidence in you.

**Give assurance.** In a world so strange, furnished for adults, and filled with unknown things, a little child often is not sure of himself. Frequently he wants to be held by someone familiar and to be petted and loved. In a few minutes he will feel secure again and will push himself away from you. Make him feel that he can come to you always to gain satisfaction.

Never make a child afraid of the dark or of other common experiences by teasing him. Remember that he watches you and imitates you. If you are calm during a thunderstorm, he will be also. If you speak of the policeman as a friend who will help you, your small brother will have the same attitude.

**Set good examples.** It is indeed a responsibility to be an older sister. Children are quick to note the way you speak and act. They see you bringing the evening paper to your father, and they try to do similar services for him. They hear you say, "I don't like carrots," and they do not like them either. The courteous way in which you speak to your parents, the cheerful attitude you have toward doing your share of household work, the enthusiasm with which you greet suggestions for family fun together are all



imitated, and a little child is helped to have a happy disposition.

**Make positive suggestions.** You know how much you dislike being told that you cannot do something. Everyone feels the same way about hearing "No" or "Don't." Little children are not exceptions. You will get much better co-operation from a child if you suggest what he is to do. "We look both ways before we step off the curb" is more effective than "Don't run into the street."

In some families children hear "Don't" so often that they pay no attention to it. Your tone of voice often has more influence than the words that you say. When you speak firmly, a child knows that you mean what you are saying.

**Expect co-operation.** The attitude of an older person, like the tone of his voice, tells a child what he may expect. If you are angry and shout or if your voice does not sound as if you expect the child to do what you ask, he probably will do as he pleases.

Be reasonable in what you expect, and your little brother and sister will be co-operative. Do not interrupt their play and expect them to do what you want immediately. They need a little time to adjust to what you said and, perhaps, conclude the important business of their play. Give a little warning such as, "In a few minutes it will be time for lunch," which is more considerate than saying suddenly, "Stop your playing this minute and come to lunch right away."

All children at about two years of age pass through a period when "No" is their answer to all questions. Probably they have just discovered that it is possible to say "No." It is a way to show their independence, and they delight in it. It can be most annoying, however, to family members who try to care for these unco-operative little ones.

You can show your more grown-up status by being careful not to give the two-year-old an opportunity to say "No." Do not suggest choices; instead of asking him if he wants to have some potatoes, put the potatoes on his plate and take it for granted that he will eat them.

A child enjoys having the attention of members of his family. It is fun for him to refuse to eat and then to have his mother, father, and everyone else at the table coax or bribe him to do so. The most effective treatment is for older members to pay no at-



tention to his action. There is no fun if he cannot stir up some excitement, and so he may as well eat the food that is on his plate.

**Approve desirable actions.** Your approval means a great deal to a younger member of the family; giving it is the surest way to get a child to repeat an action. Praise of good behavior is a stronger force than punishment for misbehavior. Children enjoy approval so much that you must be sure that you do not give it for actions that you do not want to have repeated. Be consistent; do not laugh at his "cute trick" today and punish him tomorrow for the same action.

**Discipline wisely.** There are times when children have difficulty getting along with others or when their desire to have their own way causes trouble. These are times when you should show that you are more grown-up than they are. If you lose your temper, scream, or slap, you are just as childish as the person you are trying to punish. Be calm and speak quietly so that the child will become quiet.

Usually, insisting that an unco-operative child stay away from other children or sit by himself is effective. Tell him that he can come back when he is ready to "be good." He soon realizes that there is no fun in being alone, with no one to give him attention. It is not wise to frighten a little child by shutting him in a dark closet; just isolating him in another room is sufficient.

Never put a child to bed or deprive him of a meal when he is naughty. Such important activities as sleeping and eating should not be considered in the same terms as punishment.

**Provide for activity.** Young children are active and cannot sit still for more than a short time. They soon lose interest in any occupation or entertainment and turn to something new. When you know this, you will not be surprised that children tire quickly of listening to a story and become restless. Expect them to change from one activity to another, and be prepared by having available different playthings and games.

**Maintain routine.** Regular routine is good for everyone, and this is true especially for children. Sleeping, eating, playing, and eliminating should come at regular times. Children are very active and use a great deal of energy for both play and growth. They need long hours of sleep with bedtime at a regular hour. Young chil-



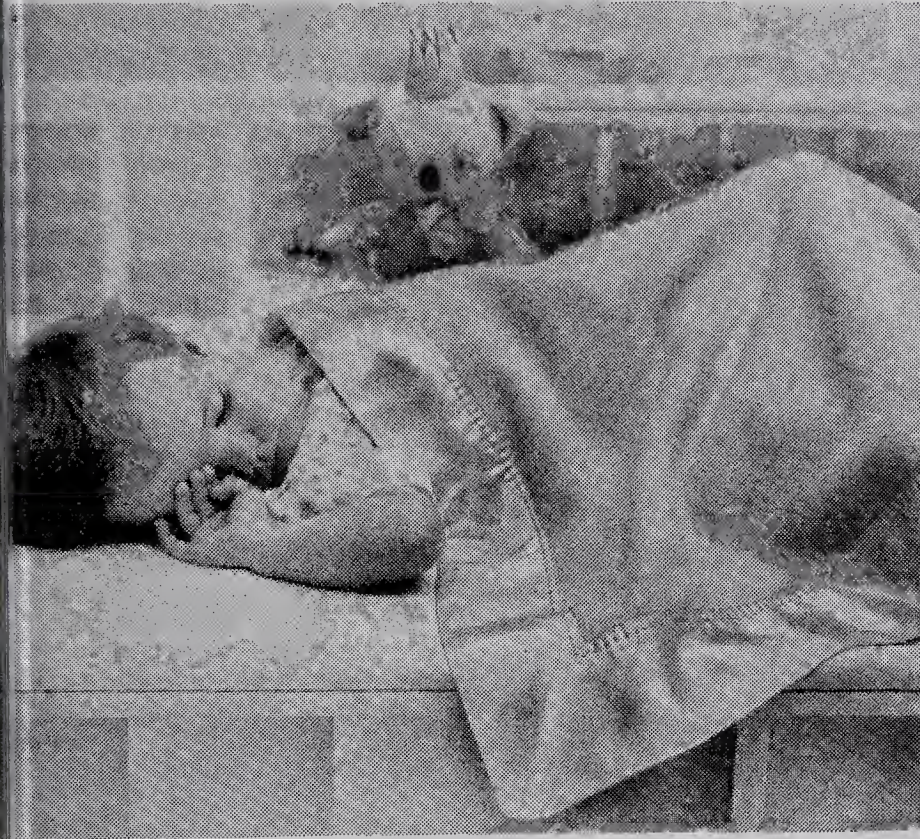
*Praise a young miss when she sits quietly and holds her glass of orange juice carefully. Approval for good behavior accomplishes more than punishment for misbehavior. Remember that you yourself like praise.*

FLORIDA CITRUS COMMISSION



*Sleep is important for babies and children. Because they are active and growing, they tire quickly. Be sure that they are covered and are safe from falls.*

NORTH STAR WOOLEN MILL CO.



*Play is serious business. Children develop muscles and co-ordination. They learn to make choices and decisions.*

THE TRANE CO.



dren need one or two naps during the day. Their meals are important and should be given to them at the times at which they are accustomed to eating. Nothing makes a child cross and unhappy as quickly as breaking into his regular routine so that he becomes overtired or hungry.

### **Putting your ideas to work**

1 Visit a preschool or kindergarten. Notice the ways in which the teacher speaks to the children, gives

directions, and corrects disobedience.

2 Make plans, gather equipment, and conduct a nursery for the care of small children whose parents are attending a P-TA meeting.

### **How is play a way of learning?**

You who are more grown-up may be inclined to think that a child's play is unimportant and just a pleasant way to pass the time. You may envy the child because he can play or not as he chooses. There is no person who dictates what he shall play. This freedom appeals to you who must do many tasks not of your choice. You may not appreciate how much is learned from play.

**Play is important business.** Children have everything to learn, and they work at this learning very hard. A little baby must learn the size, shape, and texture of things in this world to which he is a newcomer. He touches, tastes, and experiments with everything that comes to hand. He must learn also to stand and to run and to manage his body. Play is the way he accomplishes these things. Later he plays with other children and thus learns to get along with people.

**Muscles are co-ordinated.** Little children must learn to use the various parts of their bodies. They learn to control their large muscles more quickly than the small ones. A child can handle a large ball or large blocks better than he can handle little ones. He is uncertain about throwing balls, but eventually he learns to direct them where he wants them to go.

A baby enjoys taking almost anything out of a box or container and putting it back again. This is quite a feat for fingers that are learning to pick up objects and place them in a definite place.

Digging in sand, carrying water, climbing, reaching, pedaling a tricycle are all ways to develop and use different muscles. If



there are opportunities for all kinds of exercise, the child will work at them with vigor.

**Choices are made.** In playing, children learn to make choices. Sometimes it is choosing among several colors of crayons, paper, or other articles. It may be deciding which game to play. Children have opportunity to make choices and decisions in play as they do not have in other phases of their living. They have to conform to ideas of adults about what they will eat, when they will go to bed, and all other important items. They need practice in comparing advantages and disadvantages of objects and courses of action; they need practice, also, in making choices and decisions.

**Taking turns is learned.** One of the first lessons that everyone must learn, if he is to get along with other people, is to take turns. The belief that all individuals are equal and entitled to a turn is part of our way of life in America. The sooner a child learns this, the easier and happier will be his relations with others.

Older members of the family help children to take turns in using the playground slide, sharing toys, and having choices of radio and television programs. Most games have rules that state when players will have their turns. Play, then, can teach this valuable lesson.

**Their world is explored.** In playing, children touch and examine everything within their reach. They become acquainted with all parts of their homes, open closets and drawers, inspect the neighborhood. Children are interested in the leaves and bugs in their yards; they watch every new building being constructed. Workers such as the letter carrier, the delivery boy, or the workman for any repair job—all have interested watchers among the children. When we appreciate the learning that is taking place, we are most sympathetic toward childish curiosity and we encourage it.

**Imagination is developed.** As soon as children observe the activities of people around them, imitation is started. "Playing house" is an early activity in which the parts of mother, father, and children are imitated. Next, they imitate people they have seen or heard about. A little boy can imagine himself to be a fireman and the fire engine both at the same time. The next minute he may be an Indian or a soldier.

Imagination may lead a little child to tell impossible stories. Older people should help children to develop imagination, but



they should also help them to distinguish between truth and falsehood. If little brother reports that there is a big lion in the yard, agree with him, be properly frightened, and admire his bravery. Then when both of you have had the fun of his story say, "Of course, this isn't really so. You made it up, didn't you?" He will agree and go on with his play happily.

Since so much pleasure depends upon the use of imagination, you should help a child to develop his. Talk with him as the two of you see pictures in the clouds and stories in leaves and flowers. Listen to music together, and tell each other what it says to you. Play games in which you imagine that you are different people in faraway places. The power to imagine is a precious possession.

**Playthings should be suitable.** Children get the greatest pleasure from toys with which they can use their imagination. Some boxes, a string of spools, or a few blocks often entertain them more than an elaborately dressed doll or a mechanical toy. The finished article seems not to be as satisfying as something more adaptable to their wishes.

Very young children like to play with common household articles that they see other members of the family using. Pots and pans out of a low cupboard are interesting and make a lovely noise! A bath towel often makes a comforting, cuddly something to take to bed. A ball of crumpled newspaper tied with a string is fun to pull. Make it possible for the little folks to have their favorite toys which give them so much pleasure.

Be sure that all toys are safe for children to handle. Some celluloid and other plastic materials will burn if held near a flame. Some toys may bend or break, leaving a sharp edge on which a child may cut himself. Pointed objects, such as lollipop sticks, can be dangerous, especially if a child falls while carrying one. Keep scissors, paper cutters, nail files, pencils, and similar articles out of the reach of little ones.

### **Putting your ideas to work**

- 1 Have a discussion of the topic "How the world must look to a little child."
- 2 Observe children playing. Notice the ways they exercise their muscles,
- 3 use imagination, and imitate other people. Report your observations to the class.
- 3 Make some toys that children will enjoy: yarn dolls, bean bags, stuffed animals. Keep them for your nursery school or give them to a day nursery.





NATIONAL SAFETY COUNCIL

*Pictures and books are beloved playthings. They help to develop imagination. Let children see and touch the illustrations and make up their own stories.*



## **Do you know how to play with children?**

Children love to have older people enter into the spirit of their play with them. Be interested in what they are doing and treat it with respect; it is serious business to the ones who are playing.

**Children like stories about themselves.** Stories told or read to children are their favorite form of entertainment. They like especially stories about themselves or other little children of their own age. Stories about everyday happenings are enjoyable because they are familiar. Getting up, brushing teeth, going to the store, visiting Grandma can furnish the plot for a fascinating story for a three-to-six-year-old. Stories about well-known animals, such as their own pets or those in the neighborhood, are favorites.

Make the stories short. Remember that a child is interested only for a short time. Do not feel unappreciated if your audience quickly turns to something else.

**Rhymes and repetition please.** Simple rhymes and little stories in verse please children. These little jingles seem easy to remember and to say. Children ask repeatedly for their favorite stories and never tire of hearing them over and over again. You will find that often little children know these stories better than you do and will correct you if a word is changed. Do not be impatient if you must read or tell the same story every night at bedtime.

Children love music, especially the simple tunes. Music to which children may skip or march is enjoyed, and it helps them to develop a sense of rhythm.

**Pictures suggest stories.** Pictures of the everyday objects that are familiar to children appeal to them. They love to make up stories about the boys and girls, the puppy, or the apple that they see in pictures. For very young children, a scrapbook made of cloth with a single, colorful picture pasted on each page seems most satisfactory.

When you read to children, hold the book so that the pictures may be seen or even touched as the story unfolds. Remember that children use all of their senses in becoming acquainted with the world, and they learn a great deal from seeing and touching, as well as from hearing. Turning pages seems to be fascinating business for a two-year-old. Let him have an old magazine for his own; it will furnish great entertainment and protect other magazines that the family members want to read.





GERBER BABY FOODS

*A baby sitter finds that a story hour is a good prelude to bedtime. It is soothing, and children become relaxed. You can interest many ages with a picture book.*

**Games should be simple.** Little games in which players “take turns” help children to get along with others. The fact that there is a winner and a loser everytime a game is played is something to be learned. Sometimes older persons must help a child to accept gracefully the losing of a game, but that is one of the valuable lessons that everyone must learn.

**Children enjoy going places.** Children love the adventure of going anywhere beyond their own yard. A walk around the block can be fun and full of interest. Point out to the young traveler the birds and bugs, the flowers and trees, and all the unusual things to be seen. Make up stories about the houses that you pass. It will be fun, and the child will become more observant and imaginative.

A trip to a park or the zoo will be a big event if you help to make it so. Answer the questions with which you will be bom-





NATIONAL SAFETY COUNCIL

*Scissors are fascinating but dangerous playthings. Natural interest in exploring leads children to experiment with everything. Never leave a young child alone where harmful objects may be within reach.*

barded. Do not be impatient when the little sight-seer wants to stop to examine something new. Take some dry bread to feed the ducks or peanuts for the elephant. Compare the sizes of the bears and the buffaloes. Enter into the spirit of the adventure, and you will have a great time too.

### **Putting your ideas to work**

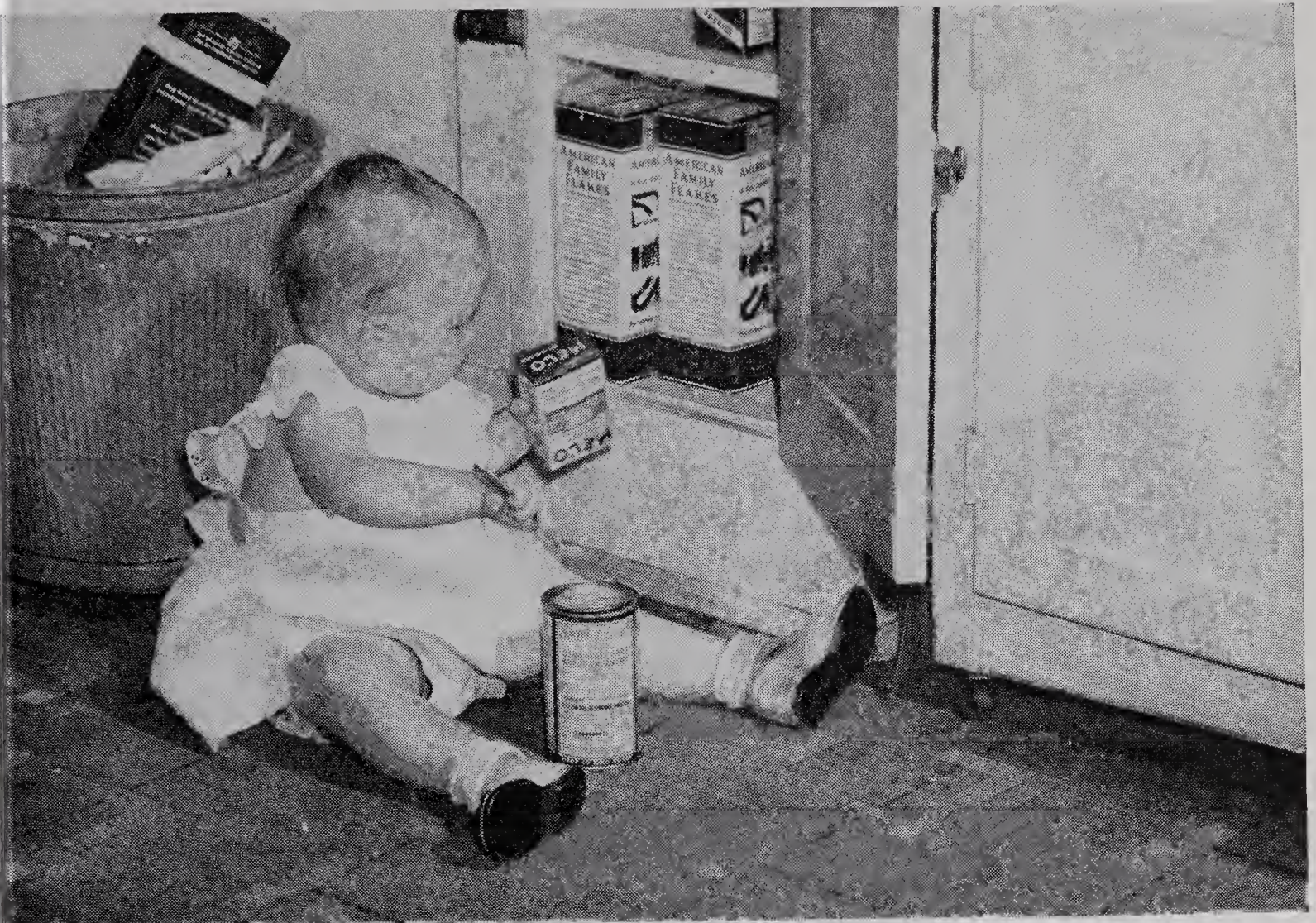
- 1 Learn and practice telling stories suitable for very little children.
- 2 Make scrapbooks with one picture

of a familiar article or animal on a page. You may want these for your "sitter's kits," or you may want to make a collection of such books to give to the children's ward in a hospital.

### **What safety precautions should there be?**

When there are children in a home, great care must be taken to protect them from accidents. Children are curious and eager to investigate. They have not learned which actions may be dangerous,





NATIONAL SAFETY COUNCIL

*Low cupboards interest babies, who like to pull out the contents and play with them. Even youngsters who cannot walk can get into mischief.*

and so they often, through ignorance more than carelessness, get themselves into trouble.

Sometimes older people know better but take chances. These risks are not fair to little children in the house. They copy actions that they see, and they cannot protect themselves from the results.

**Some articles are hazards.** Even the safest, most well-kept house is filled with articles that can be dangerous. All family members must be very conscious of safety when they handle anything that could hurt a child.

Sharp objects must be stored where children cannot reach them. These include scissors, knives, and razor blades. Even though floors and rugs are swept, there may be pins or needles that a baby crawling on the floor may find. A little baby should be placed on a blanket so that there will be no danger from these sharp objects to a very young finder who is sure to put them into his mouth.

When children are old enough to cut paper, blunt scissors may be given to them after lessons on handling them. Children should



know that they must remain seated when using scissors and never run with scissors, pencils, or sucker sticks in their hands or mouths.

Burns are common among children and may be very painful, even when they are not serious. Open flames, such as in a fireplace or gas or electric heaters, are particularly hazardous, since clothing may come in contact with the flames and be ignited very quickly. Never leave a young child alone in a room where there is such a danger. Children must be taught not to touch the valves of a gas range. Of course, all handles of cooking utensils on the stove should be turned so that they do not extend beyond the stove and invite a child to reach for them.

Family members must not leave matches of any kind within reach of children. There is such a fascination for children in playing with fire that every precaution must be taken to prevent them from handling matches. It is better to inconvenience adults than to risk the consequences of having sources of fire too easily obtainable.

Keys and locks seem to have special interest for children. They frequently turn a key, lock themselves in a room, and then are unable or do not understand how to unlock the door. Do not leave keys in doors; always hang them out of reach of children.

Toys left in the middle of a floor or on a stairway may cause both children and adults to fall. Every child should have a low shelf, box, or cupboard where he is taught to place his toys when he has finished playing with them. Safety must be in mind continuously as everyone goes about his daily activities. Only when making the safe way the habit of everyone is home a fairly safe place to live.

**Some activities should be supervised.** Little children move so quickly and try such unexpected activities that everyone in the family must be alert to prevent accidents.

Climbing is a favorite exercise which children should be taught to do carefully. Slides, jungle gyms, and similar apparatus are constructed sturdily, but children need to be watched so that they do not get in the way of one another. Porch railings, fences, and even trees seem to invite climbers. Heedless children must be watched and warned.

Water furnishes so much fun that its dangers often are forgotten. A small lily pond can hold enough water to drown a baby who crawls into it. Open wells, cisterns, and ditches must all be



considered as possible sources of danger when children are allowed to play near them.

One of the greatest hazards is passing traffic. Little children ride their tricycles or scooters into alleys or streets right into the path of automobiles. Older children run after balls that have gone astray. The most careful drivers often cannot avoid children who dart suddenly into the street. Every older person must teach children to watch and be careful. Most important, good examples must be given of crossing only at corners and looking both ways before stepping off a curb.

### Putting your ideas to work

1 As a class project, make a checklist to use in surveying safety in a kitchen, bathroom, stairway, and

basement. Have each girl use the list in her own home.

2 Have a discussion about ways to teach younger brothers and sisters safety habits in going to and from school.

### What will you do when a child is naughty?

All children, lovable and interesting though they may be, have their bad moments. You may be sympathetic and patient, trying to guide and teach them, but there are times when children defy you. Probably it is best that their parents be the ones who make decisions about punishment if it seems to be necessary, but all members of a family must be consistent in observing rules that are set up.

You must realize that there always is a reason for the way children behave. Their actions may be a means of getting attention which they do not receive while conforming to more usual ways of acting. They may not get approval or feel that they belong in the group in which they live. Remember that many ways of acting are learned by imitating actions of others. All of these causes of behavior must be considered in the plan for training children, but there also are emergency situations that must be handled at the time when they occur.

**Temper tantrums are common.** Every person is born with a tendency to feel anger when things do not suit him or when he cannot do as he pleases. A very little baby cries if he does not have what he wants. Older children kick or hit with their fists. Still older persons pout, argue, slam doors, or refuse to speak. There are many forms of temper tantrums, and persons of all ages may have



them if they have not learned to control their anger. All temper tantrums are childish ways of acting.

The best way to handle a temper tantrum is to pay no attention to it. There is no fun in any action that persons around seem not to see. "I may as well stop kicking and screaming if no one cares" seems to be the thinking of the child who is trying to get attention this way. Sometimes a child who is very angry will hold his breath until his face turns blue. It is frightening to see this, and often family members give in because they are alarmed. You should know that no one can hold his breath long enough to harm himself. The nerve that controls breathing will react automatically before any damage occurs.

**Jealousy should be prevented.** Little children need continually to be reassured of their worth and their place in the affections of their family. It is not possible to give a child too much love.

When someone seems to take a child's place in his family, he becomes jealous and does everything that he can to become the center of attention. When there is a new baby in the home or when circumstances seem to cause people to neglect a child, special effort should be made to give the child the comfort of extra attention and love. He should be made a part of the situation which seems to be robbing him of that which has been his.

### **Putting your ideas to work**

- 1 From your observation, what are common causes of misbehavior in children?
- 2 Discuss the ways that you were

punished when you were younger. Which ways seemed to be most effective?

- 3 Have a class discussion of the possible reasons why a teen-age girl may find her little sister or brother always a nuisance.

### **Are you a responsible baby sitter?**

Caring for children when their parents are away from home has become a recognized occupation for girls of your age. It is a real service to the community. Many mothers never would leave their homes for shopping or social affairs if they could not get a substitute to care for the children. Husbands and wives need some opportunity to go out together for rest and recreation. Girls of junior high school age and older need ways to earn money, and so the mutual needs may be satisfied by this service.



*Sister helps the sitter put the baby to bed. Sometimes children feel neglected when much attention is given to younger ones. Help the older child to share the care and enjoyment of the baby.*

GERBER BABY FOODS



*Follow parents' directions for feeding children. Give only the food that is specified and at the scheduled times. Children's routine should be maintained.*

GERBER BABY FOODS



*Take the baby with you if you must answer the telephone. Never leave a child alone where he may fall or harm himself. Do not visit with your friends while you are responsible for the care of children.*

GERBER BABY FOODS



Girls who have younger brothers and sisters may be considered to be better baby sitters because of their experience, but every child is different, as are the standards of every home. Any girl who understands the problems of children as they have just been discussed can take good care of them.

**Definite arrangements should be made.** When one is giving a service for which one is to receive pay, there should be businesslike arrangements and attitudes. Both the employer and the person who is hired should know what to expect and should fulfill his part of the agreement. The amount that you are to be paid and how your transportation will be arranged should be settled when you agree to serve. No girl should be expected to go home alone at a late hour.

When you are hired to care for children, be sure that you know exactly what time you are wanted and when you will be finished. Arrive long enough before the parents leave for you to get directions and ask questions for which you need answers. If it is your first time with the children, they will need a little while to become acquainted and to feel comfortable with you.

Be sure to note carefully all directions that the parents give you about food for the children and their bedtime and its routine. For the protection of both the children and yourself, ask the parents to give you a telephone number where they may be reached if you need to talk to them. If they are going to be where you cannot call them, insist that they give you the name and number of another person who may be called in an emergency. Of course, you should always know how to call the fire department and the police. Do not allow any stranger to enter the house day or night while you are alone with children. Keep screens fastened.

**Anyone who cares for children has obligations.** Your entire attention should be given to the children while you are in charge. Never invite one of your friends to join you or visit on the telephone while you are caring for children. Your time belongs to the children. You know how quickly they move and can get into trouble.

After the children are in bed and asleep, you may read or study, but you should check frequently to be sure that the children are covered and safe. Do not use the radio, television, or phonograph, and do not help yourself to any food unless you have been told to do so.

If you understand children and if you really want to help them, you will give them loving care and attention. You should be pre-



pared to tell some interesting stories or to play games with older children. Often it is helpful to take with you a few simple toys, a story or picture book, a puzzle, or a game with which to entertain the children. The novelty of something different will take their attention from the loneliness of missing their parents. Of course, if it is almost bedtime, the stories and games should be quiet, soothing ones.

One must be patient but firm with children as they are put to bed. They often wish to get up again, to have another drink, to hear another story—anything to postpone the actual going to sleep. When you are sure that their needs have been cared for, cheerfully say, “Good night,” and leave them. They will try you out, but they soon learn that you mean what you say.

In caring for children, you will get great satisfaction and excellent experience in following directions and assuming responsibility on a job. Keep a record of the names and addresses of the families for whom you do baby sitting. Later, when you apply for full-time work in any occupation, you will have some references who can tell whether you are a prompt and reliable worker.

### Putting your ideas to work

- 1 Invite several mothers who hire baby sitters to discuss with several girls the problems of having and being a baby sitter.
- 2 Have girls who have done baby sitting relate some of the problems that they have met.
- 3 Some girls may prepare and show kits which they assembled for use when caring for children. These kits may contain puzzles, games, scrapbooks, toys, blocks, storybooks, and other articles for children.
- 4 In preparing a bulletin board, make three-dimensional exhibits for a

change. Glue small dolls or fasten little toys to cardboard to substitute for some of the words in the story that you want to tell.

Here are some suggestions:

Use cottage cheese cartons for heads of children. Fasten them to the poster paper with the bottoms turned out. Draw faces on the bottoms, and hang yarn over the cartons to form hair. Clothing can be fastened below the heads. This clothing may be cut from actual cloth or it may be drawn.

Show blocks, games, picture books, or storybooks suitable for baby-sitters' kits.

### *Books you will like to read*

McDermott, Irene E., and Nicholas, Florence W., *Homemaking for Teen-Agers*. Charles A. Bennett Co., Peoria, Ill. A general



text with an extensive unit on caring for infants and small children.

Moore, Mary Furlong, *The Baby Sitter's Guide*. Thomas Y. Crowell Co., New York. The average behavior patterns of children of various ages are described. A complete discussion is given of arrangements which should be agreed upon by employer and sitter.

### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 12, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |               |   |
|---------------|---|
| 1 activity    | A Surroundings; conditions that affect behavior.    |
| 2 adequate    | B A recipe; a mixture made by following directions. |
| 3 approval    | C Combination of events that calls for action.      |
| 4 behavior    | D Power to resist disease.                          |
| 5 development | E To free from living organisms or germs.           |
| 6 disobedient | F Action.   |
| 7 emergency   | G Sufficient; enough.                               |
| 8 example     | H Freedom from danger.                              |
| 9 formula     | I The way a person acts.                            |
| 10 immunity   | J Admiration; satisfaction.                         |
| 11 patient    | K Undisturbed; persevering.                         |
| 12 sterilize  | L Growth; unfolding.                                |
|               | M A pattern to follow; a model.                     |
|               | N Refusing to obey.                                 |

A FURTHER TEST: *After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Is someone ill?

Many a junior high school girl dreams of nursing as her career. She imagines herself in a white uniform and perky cap. She sees herself smoothing the brow of a feverish patient, helping a surgeon as he performs a serious operation, or making a sick or crippled child more comfortable by her skillful care. These are, indeed, worthy ambitions which are possible to attain in future years. Until she is several years older and much stronger, however, she must be content with helping the more experienced nurse.

Almost every home has at some time a person in the family group sick enough to be confined to bed. Where there are children, the diseases common to childhood may mean that there are many days when the mother is primarily interested in the sick child. If there are grandparents or other older people living in the home, there may be times when they need to be cared for as sick persons. Whether the illness is for a few days or for an extended period, the household routine is likely to be upset. Some of the mother's responsibilities may have to be taken over by another member of the family.

What the nurse does toward the comfort and recovery of the sick person is often as important as what the doctor does. She is the one who must carry out the doctor's orders for care of the patient. Since the nurse may have to be on duty for long hours, even a few minutes of relief from the sickroom are welcomed.

Helpers can save the nurse many steps. A junior high school girl can help by cheerfully adjusting her own ways to the changed routine of the household and doing whatever needs to be done. It may be just that help that makes the difference between good and poor care or even between life and death.

In spite of safety education and precautions against danger, children and adults have accidents. Injuries may not make it necessary



for a person to stay in bed, but they may keep him from his usual duties. He may need to be waited upon. Often this means a shifting of responsibilities among family members. Here again, young people can be of invaluable help to the welfare and happiness of the whole family.

### **How can you help?**

Girls frequently are called upon to help with the care of a sick person in the home. The full care is seldom their responsibility. Sharing in the care may be valuable training for taking full responsibility when they are older. Many hospitals use the services of young girls as nurses' aides.

**The home nurse needs help.** One important way in which a girl can help when there is sickness in the home is to relieve the nurse of other household duties so that she will be free to devote all of her time to the patient. The rest of the family must be fed, so food must be purchased and prepared. Beds must be made, and the house must be kept in order. These tasks a girl can take over. She must be ready to do whatever needs to be done.

**Thoughtful behavior will help.** To be truly helpful, a girl must do what needs to be done without being told. She can help entertain children to keep them quiet and out of the way of the mother. The telephone and the doorbell should be answered promptly so that the ringing does not disturb the patient. Telephone conversations should be kept at a minimum. Talking at length not only takes time that could be used for other duties but it prevents the use of the telephone by other persons.

When the sick person has a contagious disease, the best way to help the nurse is to stay away from the patient and to keep the younger children away. This will help to prevent other persons from contracting the disease.

#### **Putting your ideas to work**

1 List the duties you could assume in your home if your mother were ill for several days.

2 Interview your school nurse to find out what precautions should be taken by your family if one of its members were to contract a contagious disease. Discuss your new information with your class.



## **What can you do in the sickroom?**

You can assist in the sickroom in many important ways. One way is to keep the room clean and in order and the surroundings pleasant and comfortable. In the following section, you will learn about the methods used to keep the patient comfortable and help him toward recovery.

**Light and ventilation must be regulated.** A bright light suggests activity, and a soft, subdued light suggests rest and quiet. The latter is usually what is needed in the sickroom. Lights should be placed so that they do not shine directly into the eyes of the patient. Shades can be adjusted to direct the light, or the lamp can be moved to another position in the room. Sometimes a dimmer bulb is used to give a soft light.

Sunshine in a room gives a pleasant, cheerful effect if it is not too bright. Sometimes a reflection of the sun from a mirror or some other shiny surface may be as irritating to the patient as the direct rays of the sun.

The patient always should be protected against drafts. If a window is opened for fresh air, be sure that a screen is placed between the sick person and the window. A board, a blanket, or other device will deflect the air upward, downward, or sideways so that it will not blow directly on a patient.

Maintaining a constant temperature in the room is important. If the temperature drops, the patient may become chilled. If the temperature rises, the patient may become too warm and want to throw off the covers. Sometimes the humidity, or amount of moisture in the air, needs to be controlled. If the air is too dry, a pan of water on the radiator or steam from boiling water will increase the moisture content of the air.

**Cleanliness and order are necessary.** While cleaning the room is necessary, it should be done with as little inconvenience as possible to the patient. Work quietly and quickly. Empty wastebaskets. Clean a bare floor with a dustmop, or wipe it with a damp cloth. If there is a rug or carpet on the floor, clean it with a carpet sweeper or vacuum cleaner, raising as little dust and making as little noise as possible. Wipe the furniture with a clean, damp—but not wet—cloth to which the dust will stick.





H. ARMSTRONG ROBERTS

*In arrangements like this, the beauty of each flower may be seen. The graceful figurine serves as a center of interest.*

**Flowers and plants need attention.** Flowers and plants add a cheerful note to the sickroom. In order to be kept fresh and attractive, they need daily care and attention. Cut flowers should be placed in containers that will allow at least one-fourth of the length of the stems to be in cold water. Do not crowd many blossoms into a vase. Arrange them loosely and artistically. Each day remove the faded blossoms, and cut a little from the stems of remaining flowers. Florists often supply chemicals to put in the water in which cut flowers are placed. This solution keeps the flowers fresh without changing the water. Potted plants should be watered as needed. Dry leaves should be removed.

A sick person likes to see flowers or plants that have been brought as gifts, so they should be arranged as attractively as possible. The position of the plants and flowers in the room can be changed for variety. The center of interest may be one color one



day and another color or type of flower the next day. Flowers with a heavy fragrance should be placed across the room away from the patient.

### **Putting your ideas to work**

- 1 Demonstrate the cleaning of the sickroom to avoid dust and noise.
- 2 List ways of securing adequate ventilation in a sickroom.
- 3 Have a discussion of noises that might annoy a sick person. Demonstrate devices that could be used to reduce noise.
- 4 Explain why cleanliness is important in a sickroom. Discuss the precautions taken for sanitation.

### **How can you make the patient comfortable?**

Some of the care necessary for making a patient comfortable must be given by the adult nurse. Giving the daily bath and changing the bed linen while the patient is in bed are duties of an older person. But many of the seemingly small services that are just as important for the comfort of the patient may be done by the nurse's helper. Be alert to see the need of things that make for comfort. Do not wait for the patient to ask for care. Cheerfulness, thoughtfulness, and consideration count in making a sick person happy.

**A comfortable bed is important.** In discussing the care of your room, you learned how to make a bed. If the patient is able to leave the bed for a while, a junior nurse could make the bed, using fresh linens if necessary. During the day, especially if the patient is restless, the sheets and covers become disarranged. Adjusting and straightening these several times a day may be helpful.

The number of pillows and their arrangement vary with the needs of the patient. Two pillows will raise the head a little higher than one. Three pillows may be placed in a V shape when the patient is sitting up in bed to help support his back. Pillows may be placed in almost any position to meet the special needs of the patient—between or under the knees; at the back; against the abdomen; or under a leg, foot, or arm. Because the pillow filling becomes packed and firm, fluffing pillows and turning them adds to the comfort of the patient.

Homes usually are not as well equipped as hospitals to make bed patients comfortable. Very satisfactory equipment, however, may be improvised from articles commonly found in the home. If





E. H. SHELDON EQUIPMENT CO.

*These girls are practicing bedmaking in class. A smooth sheet is necessary for the comfort of the patient.*

the patient is to sit up in bed, a back rest may be made by leaning against the head of the bed a stiff, flat object such as a table leaf, a card table, or a board. Put a pillow between the back rest and the patient.

Bed tables may be improvised from many things. A table leaf or an ironing board may be supported on either end by pillows or chair backs. Two legs of a card table may be unfolded to support the table over the bed. A table may be made from a heavy cardboard box cut so that a broad side and the two ends remain.

**The thoughtful placing of conveniences increases comfort.** Many times a patient is able to wait on himself if the articles he needs are placed within reach on a bedside table. If no table is available, place a tray on a chair beside the bed. Keep a glass of water on the tray or table. A glass or plastic tube should be ready for use if the patient cannot raise his head. Cover the glass of water with a napkin or paper, and change the water often to keep it fresh.

Tissues are almost a necessity and should be within easy reach.



A paper bag for disposal of used tissues may be pinned to the side of the bed. Do not allow the bag to get too full before changing it. The bag and the tissues should be burned.

Other articles the patient may want near him are a small clock, a book or magazine, and a radio. A small table radio which the patient can turn on or off as he desires is better than a large radio which he cannot control. If the patient likes to keep track of the time of day, a clock should be within sight. The time for meals or for visitors may be anticipated.

Usually a basket or plate of fruit should not be placed on the bedside table. The characteristic odors of some fruits may be offensive to the sick person if kept too close to him. One piece of fruit might be put within reach on a plate.

**A hot-water bag is filled easily.** The application of heat is a commonly used method of making a patient comfortable. Electric heating pads are operated easily, but they are expensive and not all families can have them. A hot-water bag is a more common piece of equipment.

Severe burns or scalds could result if the hot-water bag is not filled and applied properly. Do not pour hot water directly into the bag from the teakettle; pour it into a pitcher first. Pour from the pitcher into the bag until the bag is one-half to two-thirds full. Lay the bag on a table until the water reaches the neck of the bottle, holding the neck up so that the water will not spill. This will allow the water to force out the air in the bag. Screw the

CLOPAEDIA BRITANNICA



*The bed table placed within easy reach of the patient will save the nurse many steps. Several pillows support the patient's back while she is sitting up to read.*





ENCYCLOPAEDIA BRITANNICA

*A towel may serve as a bed jacket to protect the patient from cold. The pulse rate and the temperature are taken and recorded for the doctor's information.*

stopper securely. Wipe off any water on the outside, turn the bag upside down, and check carefully to see that there is no leakage.

A hot-water bag should not be applied directly to the body of the patient. Cover the bag with a towel or some other cloth. Refill the bag as often as needed to keep the water at the temperature desired. When you are finished using the bag, it should be emptied and hung upside down with the stopper removed.

**An ice bag is used in certain situations.** The doctor may order an ice bag rather than a hot-water bag. Its preparation is similar. The ice should be finely crushed. Pour water over the crushed ice to melt the sharp edges. Drain quickly. Fill the bag half-full with the crushed ice, and expel the air as you would in preparing a hot-water bag. Be sure that the stopper fits tightly and that there is no leakage. Cover the bag before applying it to the body. When you are finished using the ice bag, drain it and dry it thoroughly. Leave off the stopper when storing it.

**The patient should be prepared for meals.** The patient will enjoy his meals more if he feels clean and comfortable. He should be



prepared just as you are for meals with his face, hands, and teeth clean and his hair brushed.

Have a basin of warm water, soap, washcloth, and towel at hand. Wring the cloth out of the warm water, and bathe the face gently. Dry well. If the patient prefers, he may wash his face himself. Allow him to wash his hands in the basin of water if he is able. If he is not able to do this, wash his hands with a wet, soapy cloth. Rinse and dry them well.

Food tastes better if the mouth is clean. If the patient is able, have him brush his teeth himself. Place a towel under his chin to protect the bed coverings. If he is unable to help himself, his mouth may be wiped out with a piece of cotton on an applicator or the handle of a spoon. Moisten the cotton slightly. Repeat with clean cotton swabs until the mouth is clean. Burn the cotton swabs. If a toothbrush is used, be sure that it is rinsed well and placed where it will dry.

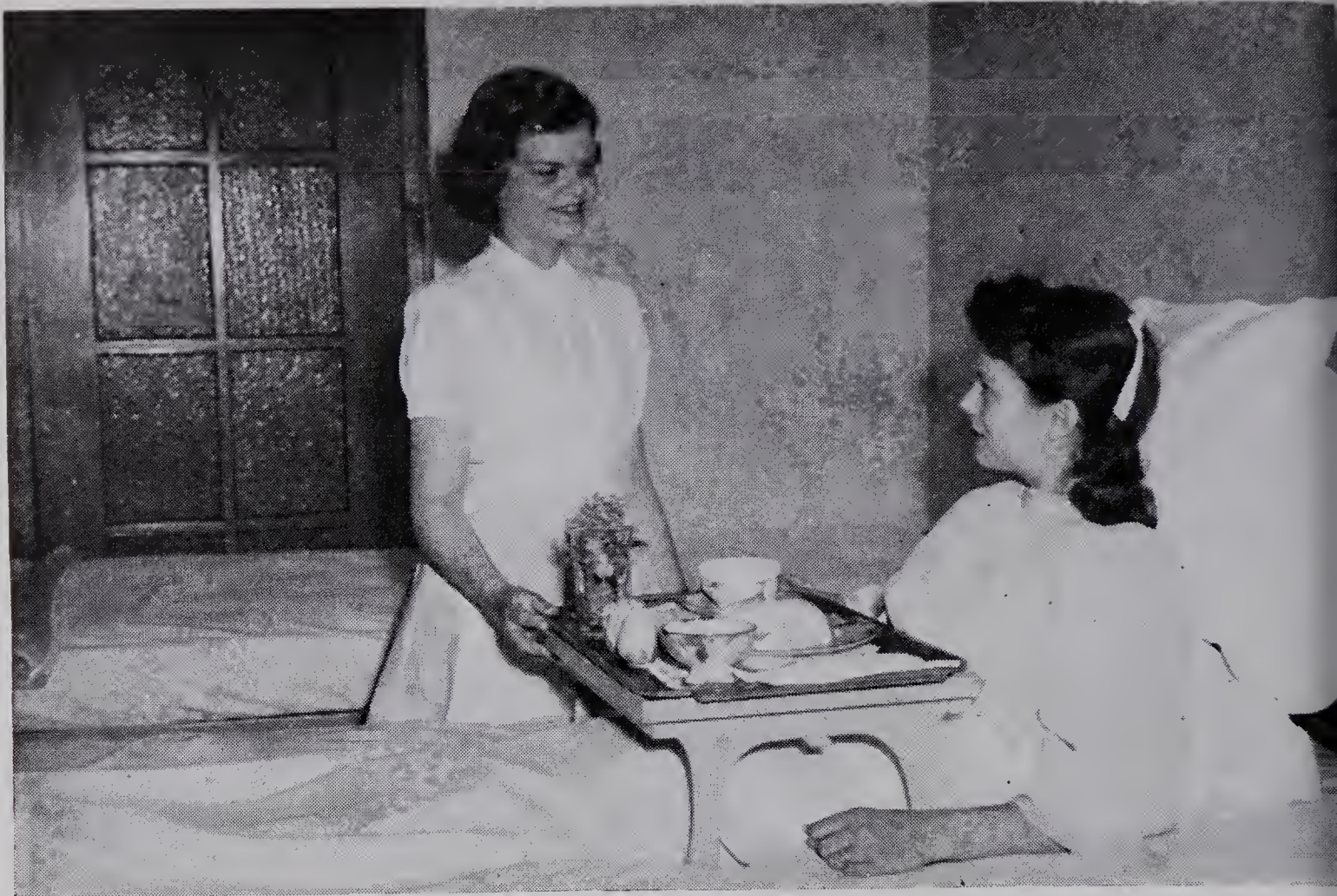
If the patient has short hair, it may be brushed and combed. If the hair is long and has been combed and braided or arranged previously, smoothing it with a brush or comb may be all that is necessary. Arrange the pillows or back rest so that the patient may sit up comfortably to eat.

**An attractive tray stimulates appetite.** When convalescing, a person's appetite may not be very good. He may have to be encouraged or tempted to eat even a little food. Preparing and serving his food so that it is as attractive as possible may be one way to get him to eat. The patient should not be asked what he would like to eat. Follow the doctor's orders, or use common sense about what to serve. Usually the food is something light and easy to eat and digest. If the person has certain likes and dislikes concerning food, be sure to remember them.

This is the time to use the prettiest dishes and to make the tray especially attractive. Silver and glasses should shine. The tray cloth and napkin should be spotless. Paper napkins and doilies can be burned and so save washing. A single flower or some little surprise may be put on the tray.

Arrange the food on the plate as neatly as you can. The portions are usually smaller than a person would have if he were well. Large servings do not look good to the patient. The temperature of the food is important. Hot foods should be served hot and cold





DENVER PUBLIC SCHOOLS

*An attractive tray will encourage the patient to eat. A table supports the tray so that the sick person does not have to hold it.*

foods, cold. Place the dishes and silverware in a convenient arrangement. Be sure to include all the things that are needed, such as sugar and salt if they are allowed. Do not crowd the tray. Serve the food in courses if the tray is too small to accommodate all the food at once.

**The patient may need to be fed.** Small children must be fed. Older persons who are sick may be too weak to feed themselves. Patience is the first requirement for helping these people to eat. It must be done slowly and, therefore, will take a long time. Do not try to hurry the meal.

Liquid food should be given carefully. Hold the glass or cup but allow the patient to guide it if he wishes. If the patient's head cannot be raised to drink, the liquid may be poured slowly from a small pitcher. Glass or plastic drinking tubes permit a person to sip liquid from a glass or cup. Be careful that liquids are not too hot.

Only a small portion of food should be offered at one time. Offer food from the tip of the spoon or fork. Do not try to shove food into the mouth; wait until the patient is ready to take it.



Allow plenty of time between bites. With a small child, interest may be held by telling a story or by making the meal a game of some kind. Pleasant conversation should be carried on with an older person. Do not talk about things which would worry or upset him.

Remove the tray from the room when the patient is finished eating. Soiled dishes are unattractive. The doctor may wish to know about the patient's appetite. Be sure to write down immediately after a meal the food that was eaten, how much of it, the time it was given, and how much liquid was taken. Do not trust your memory for this. It may be very important information for the doctor.

**Visiting is not always thoughtful.** When you hear about someone's illness, your first thought is to do something for him. There are several ways that you can show your interest. You can send a card, a note, flowers or a gift; you can make a visit or leave him alone. The type of illness will determine which is the best.

If the illness is very serious, visitors usually are forbidden. There are good reasons for this. Visitors may bring germs into the room on their clothing. Talking or even listening to the visitor talk may be too much exertion for the patient. The sick person is disturbed enough by the necessary care that must be given him by the nurse and doctor, and you may help most by staying out of the way. If the orders are "No visitors," some other way of showing your interest and concern must be used.

A cheerful note or card will be read to a patient when it seems best for him, and it is not as tiring as a visit may be. He may look at messages over and over again. Such notes should be short and encouraging. A series of notes, each one suggesting that another will be coming, gives a patient something to look forward to.

Everyone thinks of flowers when someone is sick. Some flowers are nice, but perhaps some other gift would be more acceptable. Too many flowers can make the air heavy with fragrance. Cut flowers need daily attention, and the already busy nurse may not be able to care for them. Plants too need care but not as much as cut flowers. A book, a pretty handkerchief, a box of "thank you" cards, a game, fruit, or candy are all good gift suggestions. An attractively wrapped gift gives two pleasures, seeing the outside and enjoying the inside.



When visiting is allowed, you should remember certain things. Visits should be brief, there should not be too many of them, and they should be pleasant for the patient. If you are the visitor, find out first whether visitors are permitted and what the visiting hours are. Plan to go at a time when a visit would be acceptable. Early in the morning the patient is being made ready for the day. Mealtime is not a good time to visit. At night the patient is tired and is being prepared for sleep. If there have been many visitors, it may be wise to postpone your visit.

The patient may be very glad to see you, but if you stay too long he may be just as glad to see you go. It is better to stay for a period that seems too short than to stay too long. The conversation should be cheerful. Do not ask the patient about his illness. Find something encouraging to talk about instead of telling him how pale or thin he looks. Tell him about interesting things outside, about the happenings at school, at church, or at the club meeting.

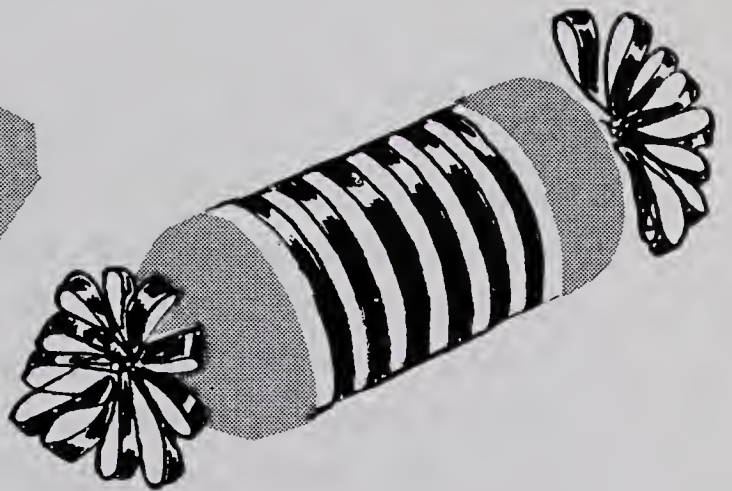
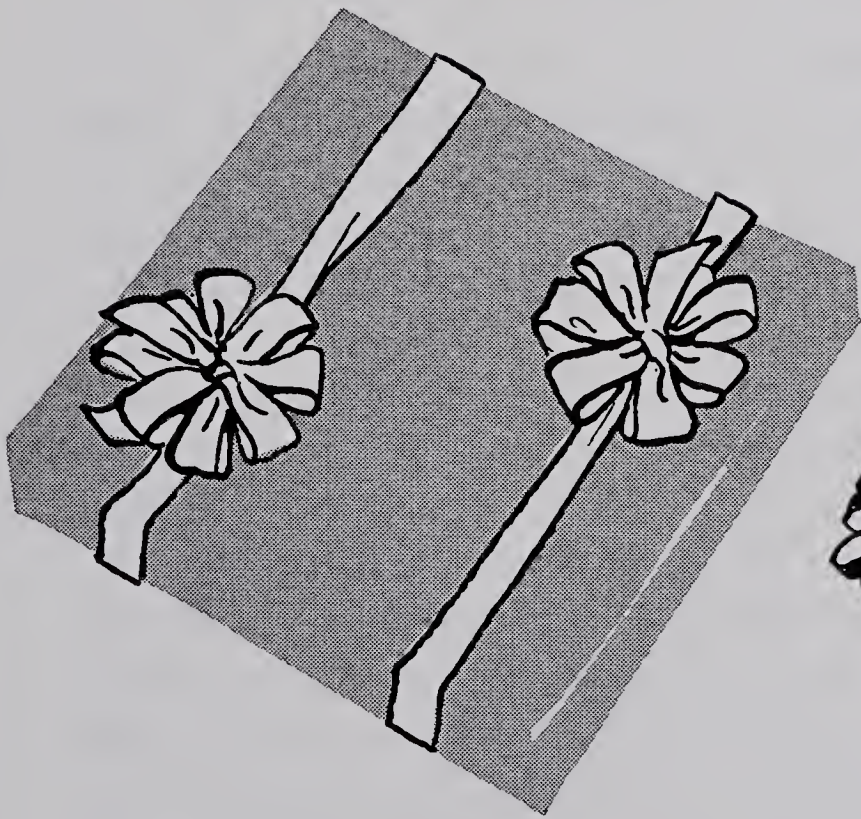
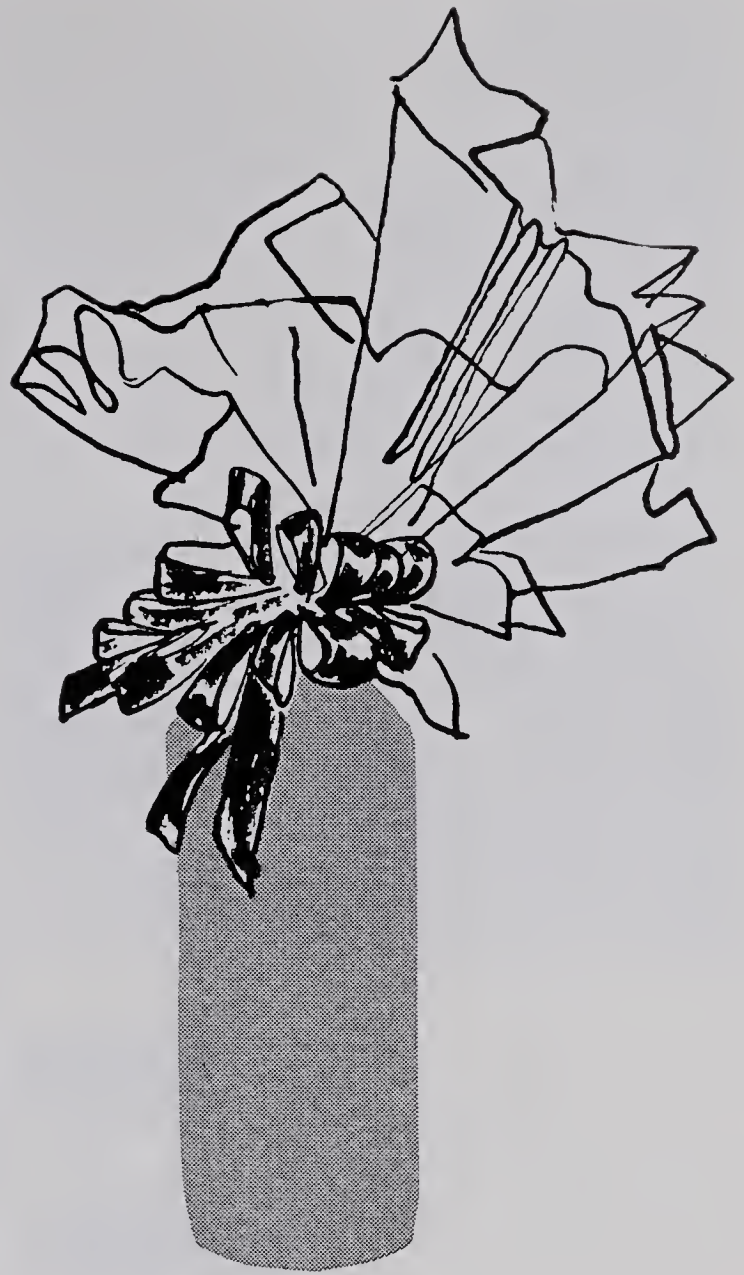
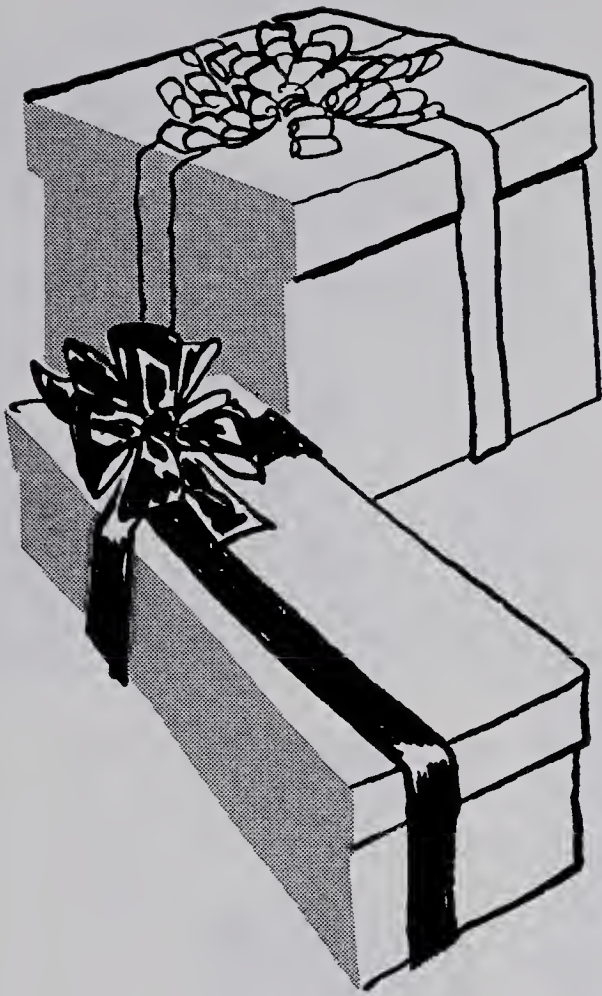
If you are helping to care for the patient, you are responsible for seeing that visitors do not upset him. You should tell them how long they may stay. Do not hesitate to tell them when the time is up. Your first concern is for the welfare of the patient, and the visitor should be reminded courteously if he overstays. If you know that a certain person's visit would upset the patient, you can politely suggest that he call some other time.

### **Putting your ideas to work**

- 1 Describe the kind of a person you would like to have wait on you if you were sick.
- 2 Discuss what articles are desirable and undesirable on a bedside table.
- 3 Try some role-playing. One girl can be the sick person and another the nurse's helper. Show how you would:
  - a Give a drink of water with a straw. With a spoon. With a glass. With a pitcher.
  - b Improvise a bed table.
  - c Put a support at her back.
  - d Prepare her for a meal.
  - e Tell a visitor it is time to leave.
- 4 Demonstrate the proper way to fill a hot-water bag. An ice bag.
- 5 Set a luncheon tray for your young brother who is being kept in bed recovering from a cold.
- 6 Plan and prepare the day's supply for a person on a liquid diet. Be sure that all of the basic food groups are present.
- 7 Suggest surprises that may be placed on an invalid's tray.
- 8 Write a note which would be appropriate to send to a sick schoolmate who cannot have visitors.

*(continued on page 182)*



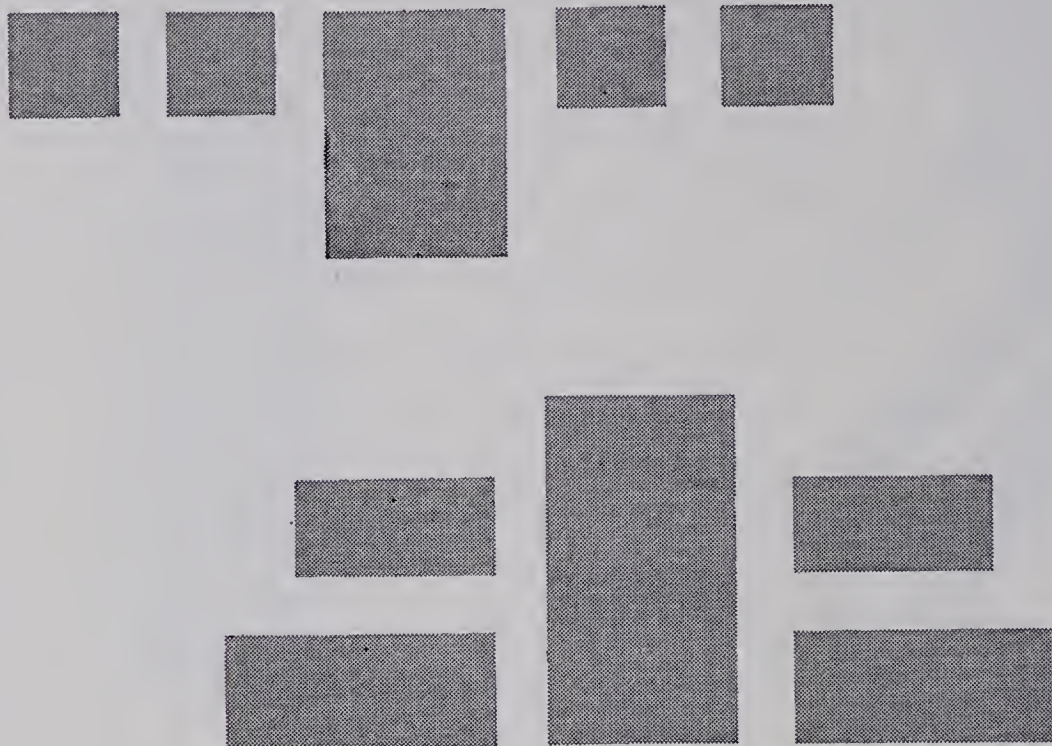


DENNISON CO.

*A gift should be attractively wrapped. The outside of the package will be enjoyed as much as the gift it contains.*



- 9 Discuss reasons why a physician may direct "No visitors" for a sick person, even when the patient would welcome callers.
- 10 Plan some games or other entertainment which would interest a young child who is convalescing.
- 11 Plan a bulletin board of pictures of gifts to take to children or to teen-agers. When you have a number of items to arrange, place them on the board so that either the top line or the base line is even. (See the examples below.)



### Can you give medicine?

Ordinarily, giving medicine is the responsibility of the adult nurse. Sometimes, however, it may be necessary for you to do it. The most important thing to remember is that the directions must be followed accurately. Be sure that your hands, the glass, and the spoon are clean.

**Labels must be read carefully.** Read carefully the label on the medicine bottle or box. The Red Cross manual says that the label should be read three times. First, compare the label with the doctor's order for giving medicine. If the medicine is liquid, shake the bottle well to mix the contents thoroughly. When you take out the cork or stopper, stand it upside down on the table so that it will not touch anything. Read the label a second time. Measure the medicine accurately; do not guess at the amount. Pour the medicine from the side of the bottle which does not have the label; then if there is a drip from the bottle, the label is not blurred. Before giving the medicine to the patient, read the label a third time. If





NATIONAL SAFETY COUNCIL

*Medicine for one person may be harmful for another. Children are curious (left) and are likely to put anything within reach into their mouths. (Right) Household cleaning agents are strong alkalis. They may cause severe burns on delicate skins and are poisonous when taken internally. Be sure they are kept away from children.*

medicine is to be diluted with water, measure the water carefully. If the patient may have a drink of water after the medicine is taken, have it ready. Give the patient the medicine, then wash the glass or spoon.

If the medicine is a powder or a pill instead of liquid, the directions are somewhat different. If the medicine is a powder, it usually is dissolved in a specified amount of water. Directions may state that the powder is to be placed on the back of the tongue directly from the paper in which it comes. Of course, this type of medicine should be followed with a drink of water.

There are some special things to remember about giving medicine. Never try to talk or to listen to someone while measuring medicine. Give it your complete attention. Do not give medicine from a bottle or box without a label or from one on which the label cannot be read clearly. Be careful not to soil the label when pouring medicine. Never leave medicine where children can get it. Medicine prescribed for one person should never be given to another person. Only a physician is qualified to prescribe medicine.



**Records should be made.** When a doctor has prescribed medicine for a patient, he wants to know that his directions are being followed. Keep a record of the information for the doctor or nurse. Be sure to write the name of the medicine, how much was taken, and the time that it was taken. Be sure that medicine is given at the time directed. Of course, the record is not made until the medicine is actually taken.

### **Putting your ideas to work**

- 1 Use sugar to demonstrate how a sick person could be given medicine in powder form.
- 2 Discuss the importance of reading carefully the label on a bottle of medicine. Why should the record of medicine given not be made until the medicine has been actually taken?

### **Can you give first aid?**

Accidents do happen. In the home, at school, on the street, people are being killed or hurt every day. For minor accidents everyone should learn what to do. However, you should not attempt to do too much. Your first-aid lessons should help you to know your limitations. You should not attempt to give aid for which you are not prepared, as you may do definite harm by using the wrong procedure.

If you cannot be of service, keep out of the way of those who can give aid. Crowding around to see what has happened may shut off the air from the injured person, and it definitely hinders those who can help. First aid is the immediate care which is given to an injured or sick person until the doctor can be secured. Junior Red Cross courses in first aid are given in many schools, in clubs, and by scout troops. Every boy and girl should take such courses if they are available.

**Cuts must have attention.** Cuts, scratches, and other injuries which cause breaks in the skin are called wounds. Any break in the skin, however slight, should have careful attention. Germs may have been carried into the wound by the object causing the injury, or they may get into the wound through careless treatment. If germs do get into the wound, serious infections may develop.

The first aid should be protection from germs. Many doctors advise washing the wound with boiled water, being sure that no



dirt remains. Antiseptics used should be those recommended by your doctor. Cover the wound with a piece of sterile gauze. Cotton should not be used unless it is covered by gauze. The dressing may be held in place by a bandage, which helps to protect the wound as well. Adhesive tape should not be put directly over a wound. A doctor should always be consulted if a wound is large or if a small one does not heal quickly.

**Burns and scalds are painful.** Severe injuries may result if the skin is burned by either moist or dry heat, the sun's rays, electricity, or chemicals. Moist-heat injuries are called scalds; dry-heat injuries are called burns. These injuries are very painful and often become infected.

If the burn is a mild one in which the skin is not broken, an ointment such as Vaseline petroleum jelly may be applied. Pain may be lessened by holding the burned area under cold water for a little time. If the burn is severe or covers any large area of skin, it should receive the skilled treatment of a physician as soon as possible. If the burn or scald develops blisters, infection is more likely to occur. Do not open the blisters. This provides an opening for germs and increases the possibility of infection. The blistered

BAUER AND BLACK—CURITY



*Cuts and scratches need attention to prevent infection. The dressing is held in place by a bandage.*



burn is a case for the doctor, after a sterile dressing has been applied.

Burns caused by chemicals coming in contact with the skin should be treated by washing the burned part as quickly as possible in clear water. Acid burns may be counteracted with baking soda or ammonia. Alkali burns may be treated with vinegar or lemon juice. An ointment for burns may then be applied and a sterile dressing put on if the burn is deep.

Excessive exposure to the sun's rays may cause severe and painful burns. Ointments for treatment of sunburn may be purchased. Do not break the blisters caused by sunburn. Severe cases should be treated by a physician. Sun lamps may cause as serious burns as the sun's rays and should be used with extreme caution.

**Falls may be serious.** Human bodies are complicated machines. A fall may throw any part of this machine out of order. There are over 200 bones in the body that can be fractured or dislocated from their proper positions. Ligaments and tendons around the joints can be injured.

The muscles that cover the bones are sometimes pulled or stretched out of place, and they become sore. Blood vessels, large or small, can be ruptured. If small blood vessels break, the blood oozes out under the skin, and there is swelling and discoloration. You are familiar with the "black-and-blue" spot which results from a bruise.

When a person falls, the degree of injury may not be recognized immediately. For that reason he should remain quiet for a time. If the injury is a broken or dislocated bone, he should not try to stand or walk. It is important to keep the injured person warm. Cover him with a blanket or coat, and place one under him. Send for a doctor or an adult who will know what to do.

When telephoning for a doctor, you should be able to tell something about the injuries. Try to determine what these may be. Ask the victim where there is pain. Observe whether there is any deformity, swelling, or bleeding. Give the doctor as much information about the situation as you can.

While waiting for the doctor, try to keep the injured person as quiet as you can. Do not talk too much to him, excite him, or worry him. Be as cheerful as possible.

**Nosebleed is common.** Unless it is prolonged, nosebleed requires very simple first aid. The person with nosebleed should sit



up straight with the head tilted slightly backward. Hold his nose firmly with your fingers. Apply this pressure for several minutes. This allows a clot to form which usually stops the bleeding. A cloth wet with cold water may be placed at the back of the neck and on the nose. After bleeding has stopped, the person should be kept quiet for a time or the bleeding may start again.

**Shock should be prevented.** When a person is badly injured, a condition known as shock may develop. This may be more serious than the injury itself. Shock is a condition in which all the activities of the body are disturbed. Symptoms are pallor, cold clammy skin, and exceeding weakness. In case of any serious injury, the first care should be to prevent shock. Make the victim lie down. Keep him warm with blankets under and over him. Send for a physician at once.

### Putting your ideas to work

- 1 Practice putting a blanket under and over a person who is pretending to be injured.
- 2 List some common substances used

around the house that might cause alkali burns. List some that might cause acid burns. What are the best treatments for burns?

- 3 Take the Junior Red Cross course in first aid as soon as the opportunity is presented.

### *Books you will like to read*

Potthoff, Carl J., and the American National Red Cross, *First Aid Textbook for Juniors*. McGraw-Hill Book Co., New York. For students twelve to fourteen years old. What to do and what not to do in case of accident or sudden illness. Clever drawings, skits, and stories add to the attractiveness.

Stack, Herbert J., Seaton, Don Cash, and Hyde, Florence S., *Safety Challenges You*. Beckley-Cardy Co., Chicago. Drawings are pertinent and modern. Offers safety as a serious responsibility but more than that as a challenge and as real fun.



### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 15, corresponding to the numbers of the words given below. After each number, place the letter of the definition which best fits that word. *Do not write in the book.*

- |                   |  |
|-------------------|--|
| 1 bacteria        | A To release from duty.                                |
| 2 bandage         | B Spreading from one to another.                       |
| 3 comfortable     | C Flowing freely like water.                           |
| 4 contagious      | D Person skilled in treating disease.                  |
| 5 experience      | E Condition caused by entrance of germs into the body. |
| 6 infection       | F A paper indicating contents.                         |
| 7 injury          | G Substance inhibiting action of germs.                |
| 8 label           | H Remedy for disease.                                  |
| 9 liquid          | I Material used for binding wounds.                    |
| 10 medicine       | J Reliability; accountability.                         |
| 11 patient        | K Living through an event.                             |
| 12 prescribe      | L Person under treatment by a physician.               |
| 13 relieve        | M Damage; hurt done or suffered.                       |
| 14 responsibility | N Preparation used in treating disease.                |
| 15 ventilation    | O To order the use of as a remedy.                     |
|                   | P A state of content or well-being.                    |
|                   | Q Circulation of fresh air.                            |

**A FURTHER TEST:** *After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## What's cooking?

You are beginning an entirely new experience when you enter a foods laboratory for classwork. This class will differ in many ways from the usual ones where you sit at a desk the full hour. You will be moving around and handling many utensils and dishes. You will have foods to prepare and serve. And who is not interested in something to eat?

Best of all the new experiences will be those of working with other girls in groups, called families. You are accustomed to studying your lessons and reciting or giving reports as an individual. You still will have some work like that, but a great many of your projects will be carried on by your family group. Each girl will have her own studying and cooking to do, but the success of the whole lesson will depend upon the work of all the girls in the group. This is similar to conditions in a home, where the happiness and success of the family depend upon the work of every member.

Cooking and serving meals are two of the most important services in the home. The health of all members of the family and their pleasure in eating depend upon the meals that are served. For these reasons mothers often hesitate to teach their young daughters to cook. Food for a family must be well cooked, and every dish must be a success. Since many of the foods ordinarily served cannot be prepared by beginners and meals must be ready on time, mothers usually go ahead with the cooking and depend upon the children for setting the table and washing the dishes.

Schools provide classes in cookery to give girls the opportunities for learning that are not provided easily at home. At school the teacher can give her entire attention to instructing a class. Girls can begin their work with simple cookery. They can learn to plan and organize so that it will be easy for them to get a home meal ready on time. They will learn basic principles for cooking typical



foods. When these rules are known, girls can apply them in cooking any variations and can practice until they become skillful cooks who can prepare delicious food and serve it attractively.

### **Are you ready to cook today?**

Suppose you were told, when you came into class today, that you were to make cocoa and cookies! What would you do? Here you are, a group of strangers in an unfamiliar room. You may be familiar with your kitchen at home. You may know where to find the bowls, egg beaters, and pans. But do you know where they are in the school kitchen? Where will you find the flour, milk, and cocoa? Do you know how to light the oven?

Remember that you have only the class period in which to locate everything, cook, serve the food, and clean up afterward. Perhaps it would be better if you postpone the cooking until you are more familiar with your new kitchen.

**Knowing room arrangement is the first step.** School kitchens differ just as home kitchens do. Some schools have a large room that is arranged so that both cooking and sewing classes may work there. Other schools have separate rooms for these subjects.

Rooms for foods classes differ in equipment and arrangement. Some school kitchens have separate tables for each group, with one cupboard, stove, and sink to be shared by all pupils. Other rooms are divided into small kitchens, each complete with its own cupboard, sink, stove, and smaller equipment, where a family group may work by itself. Your teacher will explain the arrangement of your school kitchen.

**Knowing where to find equipment is necessary.** These first lessons in which you are becoming acquainted with your room and equipment are among the most important lessons in the course, even though you do no cooking. If you learn the basic facts well, then you will be able to prepare more foods within a class period and advance quickly to cooking and serving complete meals.

Some equipment is needed for almost every lesson, no matter what food is being prepared. Articles of this type include spoons, measuring cups, mixing bowls, and saucepans. They usually are kept near the place where foods are mixed.

The pieces of equipment may be placed in many ways in





DALLAS INDEPENDENT SCHOOL DISTRICT

*Girls have both individual and group responsibilities in a school kitchen. Each takes her turn with the various tasks of cooking. The success of the meal depends upon the co-operative work of all members of the group.*

drawers or on shelves. Convenience is the most important consideration in arranging them. In a school kitchen the same order of arrangement must be followed strictly by every person who works there. Time is such an important factor in a class period that there must be no waste while looking for a piece of equipment. Each class member must be able to find everything exactly where it is expected to be. You will need to know also where to find and replace articles that are used less frequently, such as large double boilers, roasting pans, and fancy molds.

When you arrange equipment at home, you and your mother should first discuss where to place equipment for greatest convenience. Then you can decide where it is best to keep the articles that you use frequently and which articles may be kept in other places.

It is important to learn where you will find the food supplies



for your cooking. Some materials, such as salt, pepper, sugar, and the like, that are used in nearly every lesson may be kept in places convenient for each group. There probably are cupboards where larger supplies of staple materials, such as flour and other cereals, are kept to protect them from insects and rodents. Perishable foods, such as milk, butter, meat, and eggs, are stored in a refrigerator.

Usually a designated place, such as a supply table, holds the special foods needed for the lesson each day. It will save a great deal of time and confusion if you are sure that you know where to find everything that you will need. After your teacher explains this, you may be allowed a few minutes to explore the room and its cupboards and drawers.

**Understanding recipes requires thought.** Probably your mother, without looking at a recipe, knows all the materials and the amounts of each to use to make the dishes that she cooks often for the family. She has learned by practice. Even mothers need to read a recipe when they make something new. A recipe is similar to a doctor's prescription for a medicine. It is developed by an expert and gives a list of the amounts of each ingredient (material) that is needed. Following the list are directions that tell the order in which to mix the ingredients, the cooking temperature, and the amount of time for cooking.

Beginners in cookery need to follow recipes very accurately until their experience is such that they, like their mothers, can estimate amounts without careful measurement. Carelessness in measuring materials and following directions for mixing them are the causes of most failures in cooking. Such failures are expensive, because they waste food.

Workers in every kind of vocation need to learn the language used in the vocation in which they engage. Cooking has its special words that you will need to learn. Standard abbreviations of measurements are used in writing recipes. You must know these in order to measure accurately. The usual abbreviations are these:

*t.* for teaspoon

*pt.* for pint

*oz.* for ounce

*T.* for tablespoon

*qt.* for quart

*sq.* for square

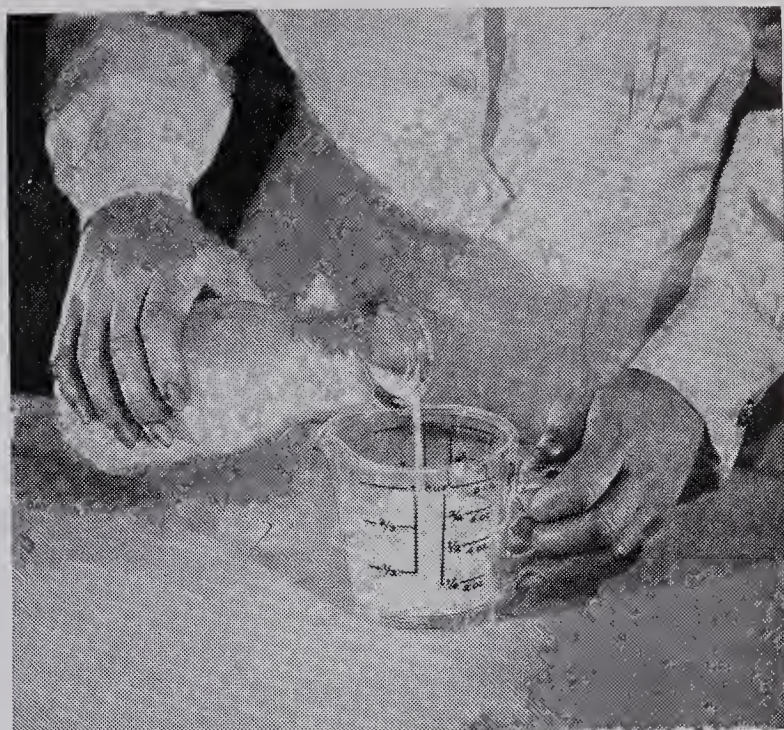
*c.* for cup

*lb.* for pound

*f.g.* for few grains

Many standard terms such as stir, beat, fold, and the like are used in telling you how to mix ingredients. You will learn each





BETTY CROCKER'S PICTURE COOKY BOOK

*Dry materials are measured in the type of cup that holds  $\frac{1}{2}$  pint when filled. A knife or spatula is used to level the material to the edge of the cup.*

*Liquids are measured in a cup that extends a little above the  $\frac{1}{2}$  pint mark. Contents do not spill from this type of cup when it is moved. Marks on the sides indicate levels at which to fill for fractions of one cup.*

of these methods as you use it in following directions for recipes in this book.

**Measuring requires skill and accuracy.** Measurements must be made with standard measuring spoons and cups in order to be accurate; otherwise, there is little use in measuring.

All measurements are intended to be level ones, not heaped or scanted. To measure 1 tablespoon of material such as flour, sugar, or fat, dip the tablespoon into the material so that it is heaped above the spoon. Use a knife to scrape off the excess to the level of the spoon. This is a level tablespoonful which is the amount intended when a recipe designates 1 tablespoon. A level teaspoonful is measured in the same way. If you need  $\frac{1}{2}$  tablespoon, level 1 tablespoon of material; then use the knife to cut it in half lengthwise of the spoon. For  $\frac{1}{4}$  tablespoon, cut across  $\frac{1}{2}$  tablespoon a little nearer to the handle than the tip of the spoon, since it is deeper near the handle.

There also are sets of measuring spoons attached to each other at the ends of their handles. One of the spoons holds  $\frac{1}{4}$  teaspoon, one  $\frac{1}{2}$  teaspoon, one 1 teaspoon, and one 1 tablespoon. These spoons



are not the same shape as the teaspoons and tablespoons in regular tableware, but they hold the standard measures.

Teacups and coffee cups used in homes are of various styles and shapes. For this reason they may not hold the same quantities. When a recipe designates 1 cup of any material,  $\frac{1}{2}$  pint is intended. There are standard measuring cups which hold this amount. They are the only cups that should be used to measure ingredients for recipes. Most measuring cups are marked on one side to show how far to fill them for  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and  $\frac{3}{4}$ ; on the other side are marks that indicate  $\frac{1}{3}$  and  $\frac{2}{3}$  full. Glass measuring cups are easiest to use, because one can see the level of the food inside the cup and know when it is at the mark that is desired.

There are two kinds of these graduated or marked cups. One holds exactly  $\frac{1}{2}$  pint when filled and leveled with a knife. This cup is used for measuring dry materials such as flour and sugar. The other type of cup has the side extended about  $\frac{1}{2}$  inch above the cupful level. This is used for measuring liquids, since a measured cup of the liquid will not run over or spill when the cup is moved. There also are sets of cups, one cup holding  $\frac{1}{4}$  cup, another  $\frac{1}{2}$  cup, another  $\frac{3}{4}$  cup, and another 1 cup or  $\frac{1}{2}$  pint.

Fats such as lard or shortening are measured most easily by the water-displacement method. For example, if you want to measure  $\frac{1}{2}$  cup of shortening, put  $\frac{1}{2}$  cup of cold water in a measuring cup and then drop pieces of fat into the cup until the water rises to the top. Since there was  $\frac{1}{2}$  cup of water at first and the cup is now filled, there must be  $\frac{1}{2}$  cup of fat in the cup. Pour off the water, and the  $\frac{1}{2}$  cup of fat remains. Could you use this method to measure  $\frac{1}{2}$  cup of sugar?

When you were studying arithmetic, you learned that certain measurements were the same as others even if they were called by different names. For example, 12 inches equal 1 foot and 3 feet equal 1 yard. In the same way, measurements can be changed in cooking. You should know the following table of equivalent (equal) measurements:

3 t. = 1 T.	$\frac{1}{4}$ lb. butter = $\frac{1}{2}$ c. or 8 T.
16 T. = 1 c.	1 lb. sugar = 2 c.
2 c. = 1 pt.	1 lb. flour = 4 c.
4 c. = 1 qt.	1 sq. chocolate = 3 T. cocoa





*Sift flour before measuring it, because it becomes packed while standing in the container. Sift the flour onto a piece of waxed paper which can be picked up easily and folded to empty it.*

PHOTOS FROM BETTY CROCKER'S PICTURE COOKY BOOK



*Flour may be sifted through a wire strainer. Be clever and make one piece of equipment do the work of several.*





*After sifting the flour, use a spoon to put the flour into the cup for measuring. This keeps the flour light.*

PHOTOS FROM BETTY CROCKER'S PICTURE COOKY BOOK



*There are sets of measuring cups that hold  $\frac{1}{4}$  cup,  $\frac{1}{2}$  cup, and 1 cup, respectively. Some cooks prefer these to the graduated cups. What advantages do you see in both types?*



## Putting your ideas to work

- 1 After seeing your teacher demonstrate measurements, practice measuring as follows:
  - a. Take a heaping tablespoonful of flour and re-measure it accurately by level tablespoonfuls. How many level tablespoonfuls do you have?
  - b. Measure  $\frac{1}{4}$  cup of shortening by the water-displacement method.
- 2 Read recipes in this book and other books, and discuss the meaning of the terms.
- 3 Select several recipes that you might make for a simple meal. Using the table of equivalents, divide the recipes so that you would make one-half of each recipe. Multiply the ingredients in the recipes so that you would prepare enough for 12 people.

## What else do you need to know?

A school kitchen presents some problems that are not found in home kitchens. One problem is caused by the number of persons working in the room. When a class is moving about, turning egg beaters, stirring mixtures, handling pans, opening and closing cupboard and oven doors, there may be some confusion and noise. Voices of many girls may become too loud. It is important that the teacher be able to get the attention of everyone frequently in order to give instructions. Since time always is limited, there must be definite plans and rules.

**Organizing the work gives everyone a chance.** The family-group plan is used in most homemaking classes because it provides more homelike situations. Working together, several girls can each have experience in preparing a food. By combining these foods, a simple meal may be served. The quantity to be cooked for several girls is more like that for a family than if each girl prepared a single serving for herself. By sharing some of the work, it is possible to accomplish more in a short class period.

Make plans so that every member of a group has opportunity to learn. A girl who made good biscuits during one lesson should not make them a second time but should give the opportunity for practice with this food to another girl who needs to learn. A record may be kept of each girl's work in preparing the most important foods in order to assure everyone's having a chance to learn. You may want to make a record like the one on page 198.



	COOK	WASH DISHES	WASH CUPBOARDS	WASH DRAWERS
Mary				
Helen				
Ruth				
Jeanne				

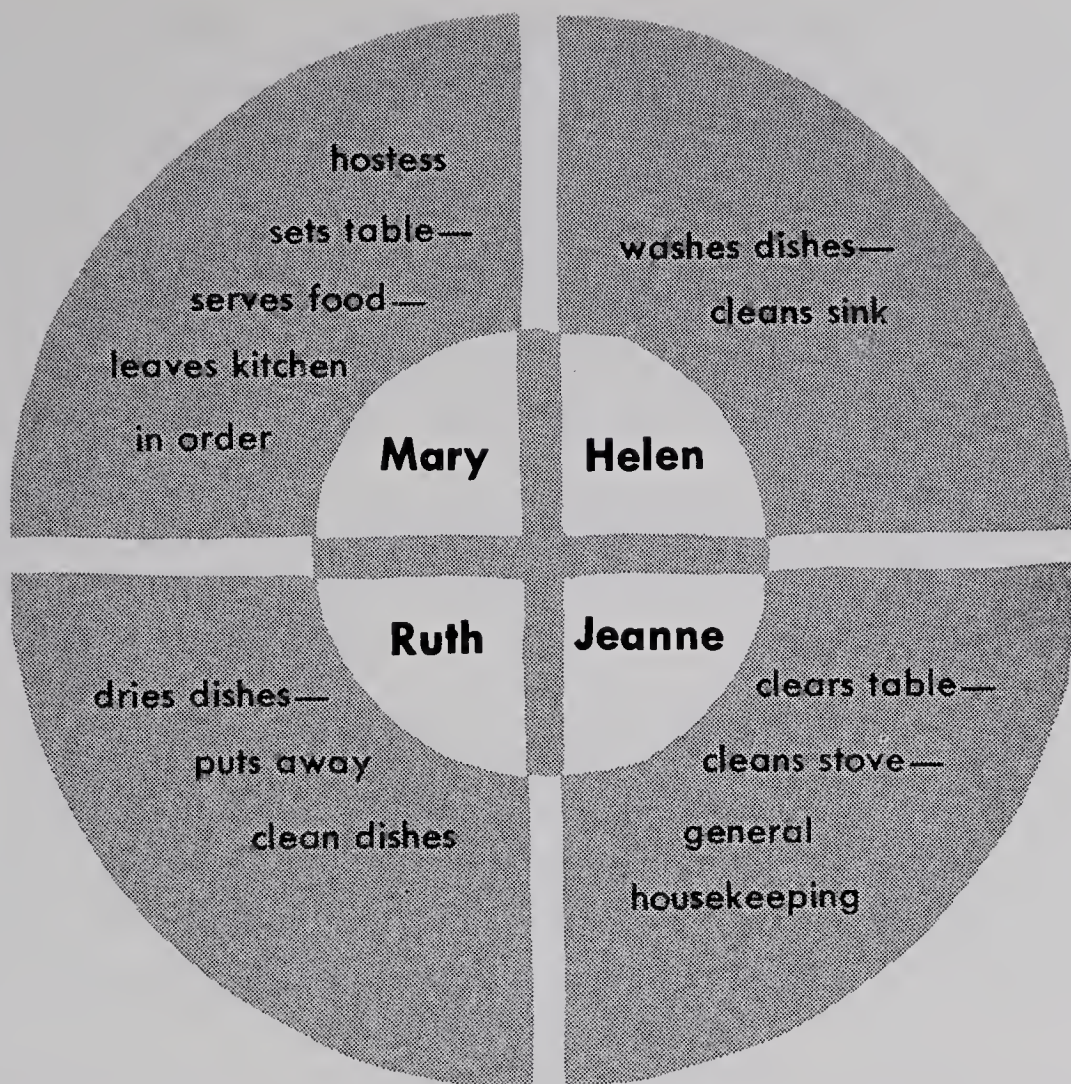
Housekeeping in the school kitchen is shared. In addition to cooking, there are other lessons to be learned. The table must be set for serving, dishes washed, cupboards and drawers kept in order, floor swept, supply cupboards and refrigerator kept clean, and linens laundered. Some of these tasks are handled by each group for itself; others are shared by all groups in the class. Teachers usually work with classes in making plans that fit the particular room. If every person and every group is alert to carry out the planned assignments, there is a fair division of work.

The homemaking class in one school uses a revolving chart like the one shown on the opposite page.

The group planned the division of duties. The center circle with names of the group members is rotated to change assignments.

Many classes are organized into groups with a chairman or hostess for each group to greet visitors, to explain to them the work that is in progress, and to help them enjoy their visit. The hostess in each group may be responsible for keeping records and rotating assignments. Your class may plan to choose other officers for other duties if you wish. A chart like the revolving chart saves time when you are making plans for the week.





### Putting your ideas to work

- 1 Have a discussion of the reasons why a mother may say, "It is easier to do it myself than to have Lucy help with the cooking."
- 2 Make a diagram and label it to

show the arrangement of dishes and pans on each shelf in your school kitchen. Do the same to show the arrangement of silver and cutlery in the drawers. Keep these charts for reference until you are sure you can place everything where it belongs.

### How do you keep clean?

Sanitation—the practice of keeping clean—is the most important aspect of preparing food. Business organizations that handle food find that a large part of their expense is due to measures to insure cleanliness. Bakeries, dairies, meat-packing establishments, restaurants—all are required by law to observe rules of sanitation. These places are inspected regularly and must have clean premises and clean practices in order to retain their licenses to operate. School and home kitchens should be equally particular in safeguarding the health of everyone.

**Have good personal habits.** Persons who cook should observe



certain rules until they become habits that are practiced automatically. The first of these is that hands must be thoroughly washed before starting any food preparation. Work up a good lather with soap, and rub it into the creases around fingernails. Rinse well.

You never should comb your hair in a kitchen or near food anywhere. While you are cooking, place a net over your hair or fasten a ribbon or band about your head. This will hold your hair in place and prevent any loose hairs from falling.

If it is necessary to use a handkerchief, do it carefully, away from food, and wash your hands immediately. Of course, a handkerchief never is laid on any surface in the kitchen. Keep your fingers away from your hair, face, and mouth while you are preparing food.

**Protect your dress and the food with an apron.** Aprons can be so pretty that one would not be surprised if girls wore them all the time. Some schools have a uniform style that all pupils are required to wear in the school kitchen. No matter what the style, the crisp freshness of a clean apron improves the appearance of every girl.

Aprons should cover the dress well for two reasons. One is to protect it from food and water that may be spattered. The other is to protect food from dust and soil on clothing that has been worn many places outside the kitchen. Always to have a clean apron should be a goal of every cook.

**Keep surfaces in the kitchen clean.** You can keep everything clean and neat as the work proceeds if you will be thoughtful about doing so. It is lack of this habit in their daughters that often leads mothers to refuse girls permission to cook. When some persons have cooked even one dish everything in the kitchen is soiled, the sink is filled with dirty utensils, and refrigerator and cupboard doors are sticky.

One good practice is to use a small tray or dish at the stove in which to set the stirring and tasting spoons. A similar tray on the table will hold all spoons, knives, and cups used in measuring. These are easy to wash between tasks while a food is cooking.

Replace all packages, jars, and bottles as soon as you have measured out the material you are going to use. Have a dampened cloth ready to wipe the table and drainboard as soon as anything is spilled.



Keep drawers in tables and under drainboards closed at all times, except when you are removing or replacing an article kept there. By doing this, you prevent crumbs and specks of food dropping in to soil the lining of the drawer. It is by these thoughtful practices that you save work and time. Your kitchen always will be in order, and everyone will be happier.

### Putting your ideas to work

- 1 Practice washing your hands in the way described.
- 2 Examine a number of aprons. Decide upon desirable materials and styles.
- 3 Develop a score sheet for personal appearance of the girls in a foods class. Assign values to neat hair, careful manicure, and clean apron.

### What safety precautions do you need?

Kitchens are filled with hazardous equipment and materials. Cuts and burns are common household injuries. There is greater chance of accidents in school kitchens than in the home because of the greater number of people working there, their inexperience, and the hurried way in which most of their work must be done. Remember, "Accidents don't happen; they are caused."

**Sharp edges are always dangerous.** Can openers must be handled carefully, since the open edges of cans are very sharp. Place opened cans in wastebaskets as soon as the cans are emptied and rinsed with water.

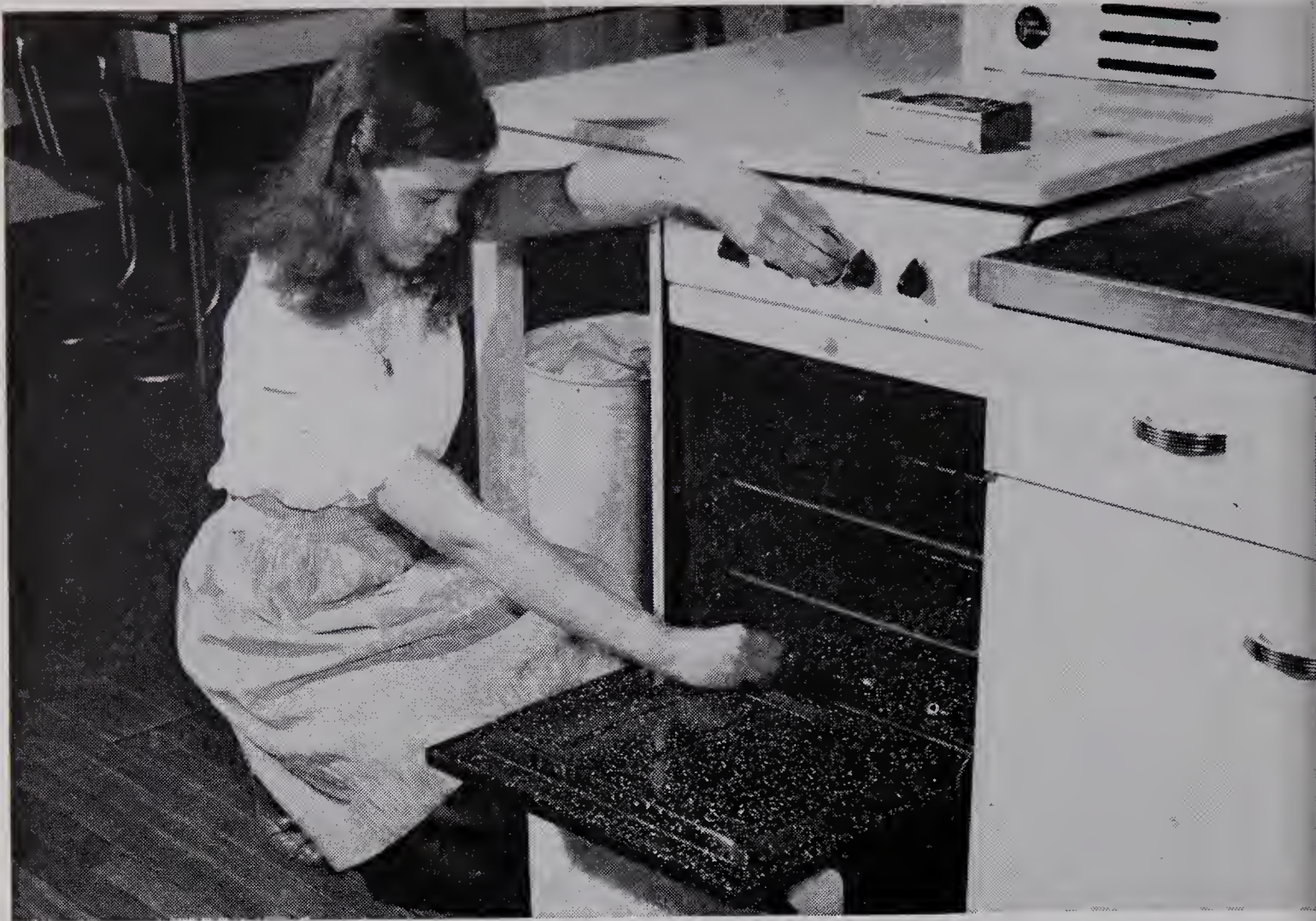
Paring knives must be held firmly as the parings are cut from potatoes or other vegetables. Use a cutting board on which to place foods to be sliced. In this way the sharp edge of the knife is directed down and away from the hand.

Knives should be placed in drawers so that the cutting edge is turned down. Be careful never to place sharp knives in the dishpan with other articles, but wash each knife separately. Dry by wiping along the back of the knife rather than along the cutting edge.

If glassware or china is broken, sweep up all the pieces very carefully and wrap them in paper. Place the package in a refuse can, not with garbage.

**Fire is a hazard wherever you cook.** Cooking requires a source of heat, and every source, whether it be wood, coal, gas, or electricity, can be dangerous when handled carelessly.





NATIONAL SAFETY COUNCIL

*Always have a lighted match ready before turning on the gas. Never allow gas to accumulate before a match is lighted. Open the oven door for a minute to allow any free gas to escape.*

In home and school kitchens, gas and electricity are the fuels most commonly used. Some gas stoves have pilot lights, but there still are many that must be lighted with a match. Always strike the match just *before* the gas is turned on. This makes sure that the gas will be ignited immediately and none will accumulate unburned before a match is lighted. If the match fails to light, be sure that the gas is not turned on while you are getting and lighting another match. Open the oven door for a minute before you light a match to allow any gas that may have accumulated to escape. Have a metal or glass container in which to put burned matches after the flame has been extinguished. Never drop hot matches into a wastebasket.

School kitchens should have fire extinguishers and a wool blanket kept in convenient places known to every pupil. Every person should know how to use the fire extinguisher and remember that a blanket or coat should be thrown over anyone whose clothing catches fire to smother the flames.



When you cook outdoors on a campfire, be very sure that the fire is completely out before you leave it. Always throw water on the fire or cover it with several shovelfuls of dirt. Grass and forest fires frequently are caused by campfires not completely extinguished before they are left.

**Steam may cause severe burns.** Steam from boiling liquids is a common cause of burns. If you need to stir foods while they are cooking, turn the flame as low as possible and watch nearby pans that may be producing steam.

When lifting the cover of a pan in which food is boiling, lift first the side of the cover away from you, so that steam will not burn your arm or face. When you are draining hot food, protect your hand with a dry pad and tip the pan carefully. Of course, the steam must be released from a pressure cooker before you attempt to loosen the lid.

Severe burns may result if a damp cloth is used to handle hot pans. The heat of the pan through the moist cloth causes steam to form on the hand.

**Hot utensils must be handled carefully.** Handles of all pans on a stove should be turned so that they do not extend beyond the stove. This prevents their being knocked or pulled over, spilling the hot contents.

Always have one or two pads in a convenient place for handling hot pans. Stirring spoons left standing in a pan quickly become so hot that they cannot be touched. Have a small dish on a cool part of the stove where stirring spoons may rest while you are not using them. Asbestos pads should protect the surface of tables and drainboards if hot pans are set there.

**Slippery floors cause falls.** Whenever water or any other material is spilled or splashed, it should be wiped up immediately. It is very easy for a person to slip and fall. Such falls are doubly dangerous if the person is holding a pan of hot food. Haste to complete work also makes a person more likely to slip.

**Explosives and poisons are dangerous.** Some homes use insecticides (substances to kill ants, flies, and similar pests). Often homes have disinfectants (substances to destroy bacteria) to be used in cleaning sinks, drains, and garbage cans. Very strong cleaning agents, such as lye, are also used in some homes. All of these materials are poisonous and should be stored away from all food



so that there is no danger of their being mistaken for some desirable ingredient. Many of them are so strong that they may be harmful, even though they touch only the skin.

Fluids used for removing spots from clothing usually are explosive and should not be used in a room where a pilot light or other open flame is burning. Fumes from such liquids may be ignited by the open flame. Such cleaning fluids should be used only outdoors.

**Climbing on chairs is hazardous.** Probably all shelves in your school kitchen will be within reach, but this usually is not true of all shelves at home. When it is necessary to get the seldom-used articles that are kept on high shelves or to clean high places, be sure to use a sturdy stepstool or stepladder. Kitchen chairs may seem to be more convenient, but chairs are not made for climbing, and they tip and slip easily.

All of these precautions make kitchens seem to be hazardous places to work. They need not be if the persons who work there have good safety habits and observe the rules that will protect them.

### **Putting your ideas to work**

- 1 Have a demonstration of the correct way to light an oven. The girls should practice and be checked before they are permitted to light an oven unsupervised.
- 2 Have a series of demonstrations showing safe ways to (a) pare potatoes or apples, (b) use the can opener, (c) remove the lid from a pan of boiling food.
- 3 Locate and discuss the use of the fire extinguisher and fire blanket.
- 4 Develop a checklist for a safe home. The girls should take the list home to discuss it with their parents.

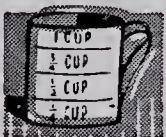
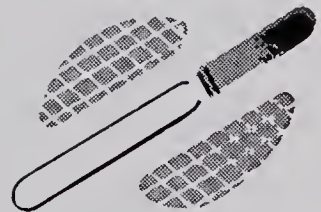
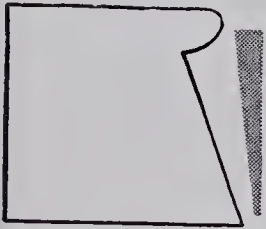
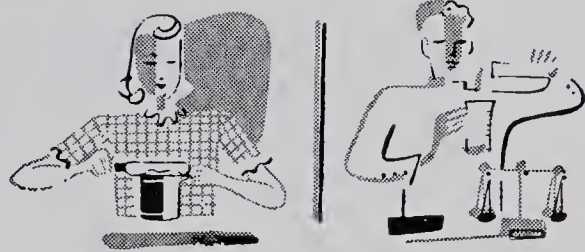
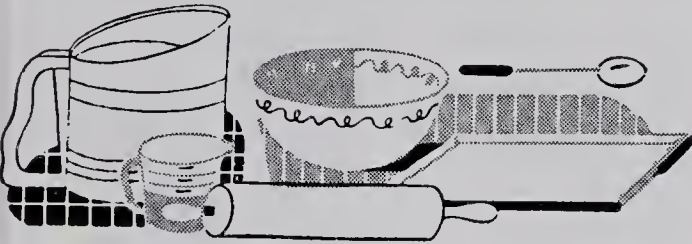
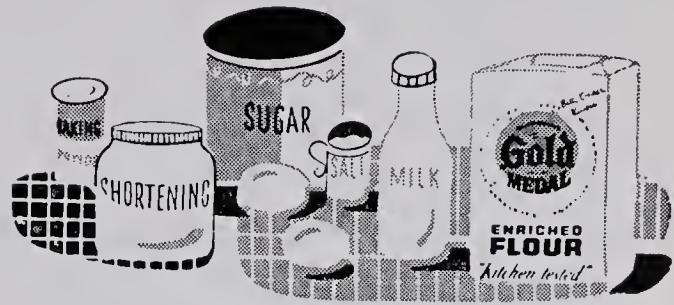
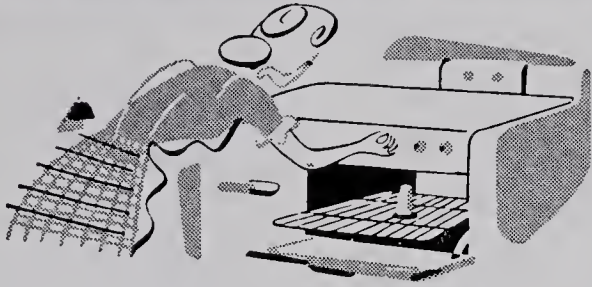
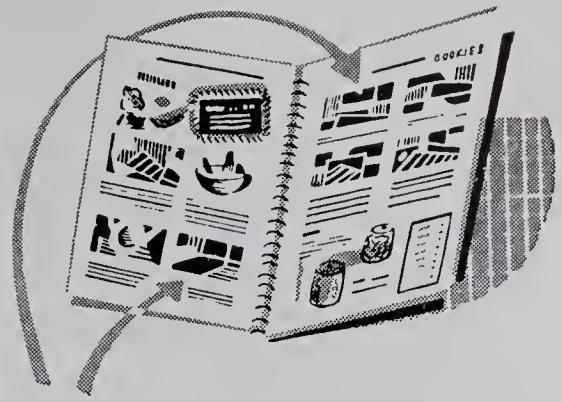
### **Now, do you want to cook?**

It may seem that there are many lessons that must be learned before you start to cook. You now have a good foundation of information that you will use every time you are cooking at school or at home.

**The first lesson must be simple.** Several considerations will enter into the selection of your first cooking lesson. The season of the year will determine the fruits or vegetables that are available and whether a cold or a hot dish is desirable.

A number of recipes are suggested that will give you opportunity to plan and carry through a complete lesson. One of these





BETTY CROCKER'S PICTURE COOKY BOOK

*A successful cook reads her recipe carefully, looks at any pictures, lights the oven if it will be needed, gets ingredients together, collects necessary utensils, and measures as exactly as a druggist follows a doctor's prescription.*



introductory lessons may proceed so smoothly that you can try a more complicated one the next time; or you may want to finish several simple lessons to make sure that you are familiar with school kitchen procedure.

**A collection of recipes may be started.** You will find in this book recipes for many dishes. They will give you a good basic collection. This and all cookbooks should be protected from spattering while you are cooking. Place the opened book where you can refer to it easily as you measure and mix ingredients. Perhaps there is a shelf where you may stand the book out of your way.

Your teacher will give you many additional recipes during the course. You may keep them in a notebook or on cards in a filing box. The card system is convenient. A card in use may be taken out of the box and set where you can see it readily. If it becomes soiled, it is easy to copy the recipe on another card. New recipes may be added to your collection at any time without interfering with your classified arrangement.

**Read a recipe accurately.** If pictures accompany the recipe, look at them carefully. Gather the ingredients that are needed. Next, assemble the equipment for measuring and mixing the ingredients. Finally, get out the utensils for cooking. If a hot oven will be needed, light it before you begin to mix the materials.

An interesting lesson that will give you opportunity to learn about many pieces of equipment is the making of hot cocoa and cinnamon toast.

Cocoa is made from the seed of a tropical tree. This seed contains a large amount of fat. When the entire seed is ground, it is molded into cakes and called chocolate. This substance is richer than cocoa, which is made from the same seed but has much of the fat removed. Both chocolate and cocoa contain starch that tends to form lumps unless the grains of starch are separated by a coarse material, such as sugar, or by a cold liquid. Starch must be well cooked at boiling temperature.

Milk, one of the best foods because it contains materials for growth and health, is used in making cocoa and many other foods. Since milk scorches easily, it should not be heated to the boiling point.

In heating milk to make cocoa, a double boiler is used. A double boiler is a double pan that is used for heating or cooking foods like



milk that should not boil. The lower part of a double boiler is filled about one-third with water. The food to be cooked is placed in the upper part of the pan, which is then placed over the water in the lower pan. Steam from the water heats the food in the upper pan, but never enough for it to reach boiling temperature. Foods may be kept hot in a double boiler without danger of scorching, as long as there is water in the lower part.

#### **COCOA**

2 *T. cocoa*      *f. g. salt*  
2 *T. sugar*       $\frac{1}{2}$  *c. water*  
1  $\frac{1}{2}$  *c. milk*

Mix cocoa, sugar, salt, and water in the top of a double boiler. Place over a low flame and boil gently for two minutes, stirring constantly. Add the milk, set the pan into the lower part of the double boiler which is about one-third filled with boiling water. Set over a flame until the cocoa is hot. Beat with a rotary egg beater before serving.

Stir means to mix two or more ingredients or to move a spoon gently in a circular motion around a mixing bowl or saucepan. While moving the spoon, it may be used to scrape food from the bottom and sides of the bowl or pan.

Cocoa, like all hot beverages, is served in a mug or cup placed on a saucer at the right of the plate, about 1½ inches from the edge of the table. Use a teaspoon to test the beverage for temperature and sweetness. After one or two sips from the side of the teaspoon, lay it on the saucer beside the cup, and drink the beverage, lifting the cup by its handle.

#### **CINNAMON TOAST**

4 *slices bread*       $\frac{1}{4}$  *t. cinnamon*  
1 *T. sugar*      *butter*

Cut each slice of bread in halves or thirds. Lay slices on the rack of the broiler which is about 1 inch below the flame.

Mix the sugar and cinnamon. When the toast is browned evenly on both sides, spread one side with butter and sprinkle lightly with the sugar and cinnamon mixture. Replace the toast under the broiler



flame until the sugar melts and bubbles. This will take only a minute or two. The toast must be watched so that it will not become too brown. Arrange the hot toast on a serving plate.

Use your fingers to help yourself to a piece of toast. Place it on your plate or, if individual plates are not used, on the saucer beside the cocoa cup. Break the piece of toast in two before taking a bite.

Other beginning lessons may include your choices from the simple recipes here. Do not attempt to do too much in one lesson until you are familiar with the room and can work quickly.

#### **CHOCOLATE MILK SHAKE**

Combine cocoa, sugar, salt, and water in the same way as for cocoa. After the mixture has cooked, allow it to cool. It may be stored in a glass jar in the refrigerator for use at another time.

When ready to serve, add cold milk to the cocoa sirup and stir well. Serve in glasses.

#### **BANANA MILK SHAKE**

1 *banana*      2 *c. milk*

Peel and mash the banana. Gradually add cold milk while stirring. Mash means to crush a food with a potato masher or a fork and then to stir with a fork or beater until the food is smooth and creamy.

#### **FRUIT DRINK**

1 *c. sugar*                      1 *pt. fruit juice*  
1½ *pts. water*                      (*fresh, canned, or frozen*)  
4 *lemons*

Cut the lemons and squeeze the juice. Put lemon juice, sugar, water, and other fruit juice together and stir thoroughly. Pour over ice cubes. Almost any fruit juice may be used. Try orange, loganberry, apricot nectar, or pineapple juice. This recipe will serve six persons.

#### **TOASTED CHEESE STICKS**

¼ *lb. packaged pimento cheese*      2 *T. cream or milk*  
3 *T. butter*                                      4 *slices bread*



Cut cheese in cubes, and melt with butter in the top of a double boiler. Thin to spreading consistency with cream.

Cut bread in 3 strips. Crisp in the oven. Spread tops and sides with cheese mixture, and bake in a hot oven (400° F.) until puffy and tinged with brown (about 5 minutes).

#### **CHEESE-JELLY CRACKERS**

*graham crackers*      *cream cheese*  
*currant jelly*        *milk*

Spread graham crackers with currant jelly, then garnish (decorate) each one with a tablespoonful of cream cheese which has been slightly softened with milk. Use a fork to make swirls on the cheese.

#### **Putting your ideas to work**

- 1 Make plans in detail for the first lessons. List the jobs to be done, and decide which girls will do each one. Try to divide the work fairly. Decide the order in which each member of the group will do her assignments.
- 2 Evaluate the first cooking lesson on

the following day. Use these questions in making your evaluation:

- How did the food taste?
- Did it look appetizing?
- Were hot foods served hot and cold foods served cold?
- Could any improvements be made in methods of working?
- Was everything clean and in its place at the end of the lesson?

#### **Now, are you ready to eat?**

Eating is fun. It becomes even more fun when you have cooked the food yourself. All good cooks know that the appearance of a meal can make all the difference in the world. Even doctors will tell us that an attractive tray will stimulate the appetite of a sick person. Food advertisements in magazines do more than simply tell about the product; they show it arranged on the table in a colorful and appetizing manner.

**An attractive table is inviting.** The place where you eat also contributes to the pleasure of dining. Pretty linens, dishes, glassware, and silver are of particular interest to girls and their mothers who enjoy arranging the table.

In these modern days attractive paper and plastic place mats and paper napkins often are used in school kitchens to save time and the expense of laundry. Whether at school or at home, with



*Milk drinks are appetizing when served very cold. Coasters (plastic leaves or small dishes) protect table surfaces from moisture that condenses on cold glasses.*

BORDEN'S INSTANT STARLAC



*It is helpful to pass paper napkins with glasses of cold beverages. They protect the fingers and are needed to wipe the lips.*

FLORIDA CITRUS COMMISSION



*A solid food like cheese-jelly crackers can be served with a beverage. It should be arranged so as to look appetizing.*

KRAFT FOODS CO.







TICKLED PINK VERNONWARE

*Colorful dishes and shining silver make the dinner table a pleasant place. Both family members and guests deserve an attractive table for every meal.*









TOWLE SILVERSMITHS

*In setting a table, the chinaware, silver, glass, and napkin are placed for convenient use. A "setting" is the term used for the equipment and space that one person uses at the table. The plate line is about 1½ inches from the edge.*

paper or linen, the principles of setting a pretty table may be observed.

Cleanliness is the most important factor. Every article that is associated with food should be clean. Glasses should sparkle, and silver should be polished and bright. Girls can make themselves responsible for keeping the school and home table furnishings always in this condition.

**Silver and dishes are placed for convenience.** Rules for placing silver and dishes on the table are based upon consideration for the persons who will be using them. In the above picture of a place setting, you can see the correct order. Study this picture, and be ready to state rules for placing a plate, knife, fork, spoon, napkin, water glass, bread and butter plate, and cup and saucer. When you know these rules, you can set a home table for almost any meal.

Table manners are practiced every time you eat. Eating time is a social time for most people. The family comes together for



a meal and enjoys that time as the center of its life. Young people like to meet at a soda fountain. Friends entertain each other at meals. Eating together, then, is made as pleasant as possible. For this reason, certain customs about ways of eating have developed. Everyone wants to know these customs so he will feel comfortable and be accepted by others.

After your mother or hostess takes her napkin from the table, you may take yours. Lift it from the table to your lap and unfold it one-half. Touch your lips with the napkin before you drink from a glass. This will remove grease which would leave an unsightly mark. Wipe your fingers on the napkin as you need to do so.

When you have finished eating, touch your lips lightly and place the napkin on the table beside your plate. When you are a guest for a single meal you do not expect to use the napkin again. At home, the napkin usually is used for several meals so it is refolded in the original creases at the end of the meal. Many families use rings or clips to identify the napkin of each person.

**Hold a knife and fork securely.** You will find that the accepted way to hold a knife and fork is the most efficient way. Because most people in the United States hold them in this manner, you should do so too. If you have a relative or friend who grew up in a European country, you may notice that he has learned a different method which is considered correct in his country.

When cutting meat on your plate, hold the fork with the tines turned down. The handle should be grasped in the palm of the hand with the forefinger on the back of the curve at the base of the tines. The knife should be held in the other hand with fingers around the handle and the tip of the forefinger on the back of the blade. Right-handed persons hold the knife in the right hand and the fork in the left. Left-handed persons reverse this order.

The fork is placed in the food to hold it firmly while the knife is used for cutting one or two bites at one time. The knife is then laid on the plate across one side and the fork is transferred to the hand that had been holding the knife. As the fork is changed from one hand to the other, the tines are turned up. The fork is then used to lift to the lips the bite-size piece of meat that has just been cut or small portions of other foods. The hand not busy is laid in the lap.

When you wish to eat a piece of bread at the table, break it in



half, lay one piece on your plate, and break the other piece in half. Hold one quarter in your hand while you use the knife in the other hand to spread butter or jelly on the bread. You may eat this piece of bread in two or three bites. When you are ready to eat more bread, butter another quarter of the slice.

When you have finished eating, place the knife and fork flat and parallel, with handles together, on the plate. This indicates to others that you have finished and it leaves the silver in a position from which it is not likely to fall when the plate is removed. A spoon is always placed on the plate or saucer. It is never left in a cup or footed dish.

### Putting your ideas to work

- 1 Each girl should set one place at the table. The group may judge the correctness of the setting.
- 2 Have demonstrations and hold discussions about the correct way to do

each of the following:

- a Use a spoon with a hot beverage.
- b Use a table napkin.
- c Drink from a glass.
- d Hold a knife and fork.
- e Butter a piece of bread.
- f Place knife, fork, and spoon when the meal is finished.



### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 22, corresponding to the numbers of the words given below. After each number, place the letter of the definition which best fits that word. *Do not write in the book.*

- |                |  |
|----------------|--|
| 1 abbreviation | A Fluid; flowing freely like water.                                    |
| 2 accurate     | B A workroom for the study of a science.                               |
| 3 apron        | C Degree of hotness or coldness.                                       |
| 4 banana       | D Turning as a wheel on its axis.                                      |
| 5 beat         | E A spoon for stirring and sipping beverages.                          |
| 6 cupboard     | F A large spoon used for serving.                                      |
| 7 equipment    | G A tropical fruit.  |
| 8 ingredient   | H To mix vigorously.   |
| 9 knife        | I To move slightly.  |
| 10 laboratory  | J Bread browned by a flame or heat.                                    |
| 11 liquid      | K A cloth used for wiping.   |
| 12 measurement | L A brief form of a word.  |
| 13 recipe      | M A closet with shelves.   |
| 14 rotary      | N Equal in value; alike.   |
| 15 stir        | O A room for cooking.  |
| 16 tablespoon  | P A formula for making a dish in cookery.                              |
| 17 teaspoon    | Q An instrument with a thin blade and having a sharp edge for cutting. |
| 18 temperature | R A useful tool or instrument.   |
| 19 toast       | S That which is part of a mixture.                                     |
| 20 towel       | T The result of measuring something.                                   |
| 21 uniform     | U Of the same form with others; dress of a particular style.           |
| 22 utensil     | V Exact or careful following of a rule.                                |
|                | W An article of dress worn to protect the clothes.                     |
|                | X Articles needed for a certain kind of work.                          |

*A FURTHER TEST: After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Do you ever fix a snack?

Eating is an activity that is enjoyed by most people. Of course, the principal reason for eating is to supply the needs of our bodies in order for us to live. In some parts of the world, where food is scarce or money is lacking, trying to meet these needs is all-important. In our country, however, food is abundant and we have many choices.

For hundreds of years, eating has been associated with friendship. If a person "broke bread" with another, he became that person's friend. Travelers and strangers received protection in any house in which they had eaten food with the owner. Today, eating is an accepted part of nearly every social gathering. Whether it is a large feast or only an ice cream soda at the fountain after school, it is more fun when there is someone to share the occasion with you.

The preparation and serving of snacks and suppers is an opportunity to display your ability. Serving something new or different that you have made yourself is a source of satisfaction when you invite friends home after school, a movie, or a skating party. Hostesses always are looking for new recipes with which they can surprise and please their families or guests. Many of these dishes are so simple and easy to make that the young daughter can prepare them as refreshments for her mother's guests or for the family Sunday supper.

Making snacks is a good way for the beginner to learn to cook. She does not have the responsibility of getting the whole meal together at one time. She may prepare only one or two dishes. She can, however, learn to read and follow a recipe, to use the equipment of the kitchen, and, finally, to have the joy of preparing a successful product.



Tea parties are favorites with girls of all ages. There are many things to know about a tea, whether it is just a cup with a friend or a large formal affair at which a young girl may be asked to pour.

### **What can you make for a snack?**

Snacks are not intended to be full meals. They should be light enough that they do not interfere with appetite for your regular meals. When you are tired from school or work, some light food is refreshing and gives a pickup in energy which tides you over until mealtime. Sweets, while good energy-producers, are likely to take the edge off the appetite so that you do not want to eat the more filling foods of the regular meal.

**Finger foods are easy to serve.** One of the important advantages of television is that it encourages families to gather frequently to watch a favorite program. Whether there are guests or only the family, nibbling on some sort of simple refreshments is a part of the fun of the hour. In the semidarkness of the room, food that

BETTER HOMES AND GARDENS



*Popcorn is a favorite snack.  
Electric poppers make  
preparing it an easy task.  
Cool drinks are good  
accompaniments.*



may be held in the fingers is easier to eat than food that must be eaten with a fork or spoon. Also, the hostess does not want to be bothered with many dishes to be washed after a pleasant evening.

Ready-prepared or dry cereals often form the basis for delicious snacks. Many combinations may be used. This is a suggestion:

#### **TV HASH**

<i>1/2 package Rice Chex</i>	<i>1/2 package Cheerios</i>
<i>1/2 package Wheat Chex</i>	<i>1/2 package thin stick pretzels</i>
<i>1 c. salted peanuts</i>	<i>1 c. butter or margarine</i>

Mix the dry cereals and salted peanuts in a large roaster. Pour over them the melted butter or margarine. Cover and cook in a slow oven (225° F.) for 1½ hours. Stir several times during the cooking period to distribute the fat over all the cereal. Remove from the oven and empty onto absorbent paper. Sprinkle with ½ t. onion or garlic salt and ½ t. table salt. Stir so that all kernels of the cereal are salted.

The recipe may be varied with any dry cereals desired. Some people like the flavor of bacon fat rather than butter. Chili powder may be used for part of the salt if wished. You may like to experiment with other ingredients.

This makes a large quantity, but the mixture will keep fresh for a long time in a covered tin container. Because of the long cooking time, it is more economical to make the large amount rather than cut the recipe to a smaller quantity.

#### **POPCORN**

Popcorn has been a favorite snack for many years. It need not be prepared in advance, for the popping process is fun for the whole group to help with or watch. Many homes have electric poppers which are easy to operate. A covered skillet or heavy kettle may be used over a gas or electric burner. Wire poppers usually are used over open coals in a grate. There is also on the market an aluminum-foil skillet with the corn kernels, fat, and salt in it. As the skillet is heated and shaken over the burner, the corn pops and the foil expands. When the popping stops, the foil is torn open and the corn is ready to eat.





DERBY FOODS

*You will like the combination of crisp apple slices and peanut butter. Eat them soon after they are prepared, because apples turn dark when exposed to the air.*

**Spreads and dips are good.** Small open-faced sandwiches or canapés often are served as snacks. A tray of assorted canapés can be the center of interest on the table. They are excellent to serve with soft drinks. There is practically no end to the materials which can be used to make them. They may be very simple and inexpensive, or they may be very elaborate. Their preparation gives opportunity for you to show your originality.

The base of the canapé usually is a thin slice of bread cut in rounds, triangles, or other dainty shapes. The bread may be toasted on one side if wished. White, rye, brown, or nut breads may be used depending on the spread, or small crackers may be used for variety. Potato chips make a good base for a cream-cheese spread.

There is an endless variety of substances which can be used, either alone or in combination, for spreads. A girl easily can make a tray of attractive, appetizing canapés without much effort or ex-



pense. A few of the simpler combinations are listed below. You may add to the list as your originality and talent permit.

cream cheese and jelly  
cream cheese and chopped nuts  
cream cheese and crushed pineapple  
cream cheese and chopped olives  
crabmeat and salad dressing  
deviled ham  
hard-cooked egg and salad dressing  
hard-cooked egg and chopped bacon  
mashed avocado pear  
orange marmalade  
peanut butter and jelly  
peanut butter and chopped pickle  
sardines

Sometimes the hostess prefers to have her guests wait on themselves. The prepared mixtures are put in bowls and the crackers or pieces of toast on plates placed on an attractively arranged table or buffet.

The suggested spreads may be used also as dips if thinned a little. Salad dressing may be used to moisten them; honey, cream, and milk combine well with peanut butter and cream cheese. Crackers, toast pieces, and potato chips are dipped into the mixture which the guest prefers.

Some other suggestions are given in the following recipes:

#### **CLAM-CHEESE DUNK**

1 *small can minced clams*                      1 *T. minced onion or chives*  
2 *small packages cream cheese*            1 *T. salad dressing*

Combine all the ingredients in the order given, and mix thoroughly.

#### **TV DIP**

2 *c. cottage cheese*                              1/4 *t. caraway seeds*  
1 *T. minced onion or chives*                1/4 *t. celery seeds*  
1/4 *t. poppy seeds*                                1/4 *t. paprika*

Combine all ingredients, and mix well.



Potato chips are good with cheese dips. A tray of assorted crackers, pretzels, and potato chips will allow guests to make their own selection.

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#### CHEESE DIP

1 c. sour cream	$\frac{1}{4}$ t. celery salt
1 t. Worcestershire sauce	$\frac{1}{4}$ t. salt
1 large package cream cheese	

Combine the ingredients in a bowl, and beat with a fork or mixer until as thick as heavy whipped cream. Place in a small serving bowl, and garnish with crisp relishes such as radishes, celery and carrot strips, pickles, and olives.

**Beverages are refreshing.** Beverages probably furnish more pleasure at meals and between meals than any other single food. For many people the day starts with a fine cup of coffee. The coffee break has become so much a part of everyday life that business and industry are accepting it as regular routine. A cup of hot tea in midafternoon has long been an English custom. The relaxation which comes from stopping work for a few minutes is enhanced by the refreshing beverage.

Brightly colored and delightfully flavored cold drinks are refreshing in hot weather whether served with or between meals. Soda fountains are well patronized by people of all ages. The punch bowl at a party usually is a popular spot. The variety of bottled, carbonated, soft drinks on the store shelves is evidence of the wide use of these beverages.

Many delicious and refreshing cold drinks can be made at home. Canned or frozen concentrated fruit juices make the tedious squeezing of fresh fruits unnecessary. The variety and combinations of







### **FRUIT PUNCH**

*2 c. water*                      *juice 2 oranges*  
*1 c. sugar*                      *1 small can crushed pineapple*  
*juice 2 lemons*              *4 c. (1 qt.) ginger ale*

Boil the sugar and water for 10 minutes and cool. Add the fruit juices, pineapple, and ginger ale. Serve cold. A few drops of fruit coloring may be added if a color is desired. Grape juice, raspberry juice, or cranberry juice gives pleasing variation for this recipe.

**Candy is everyone's favorite.** No other form of group cooking has quite the appeal, especially to young people, that making candy has. Homemade candies can be good in flavor, appearance, and texture if simple rules are followed. Undercooking and overcooking are the most frequent mistakes in making candies. As for all good cooking, recipes for both measurements and cooking procedures should be followed accurately.

### **POPCORN BALLS**

*1 c. white sugar*              *1/2 c. water*  
*1 c. brown sugar*            *1 T. butter or margarine*  
*1/2 c. corn sirup*              *3 qts. popped corn*  
*1 t. salt*

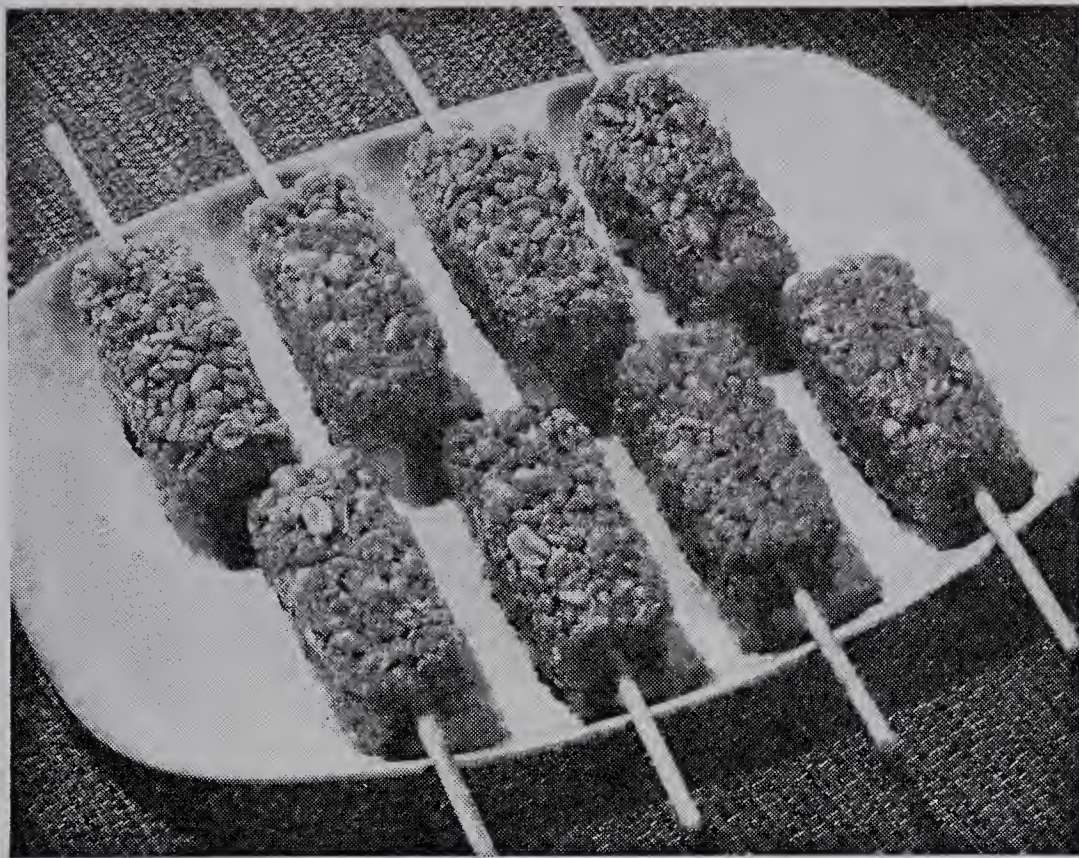
Cook the sugars, water, and corn sirup until a few drops in a cup of cold water will form a firm ball when rolled in the fingers. If you have a candy thermometer, the temperature should be 242° to 248° F. Add the butter and salt, and stir only long enough to mix thoroughly. Pour the sirup over the popped corn, which should be in a bowl large enough to allow for mixing. Form the candied corn into balls, using light pressure with the hands.

### **CARAMEL LOLLIPOPS**

*1/2 lb. caramels*              *7 c. crisp cereal*  
*2 T. water*                      *wooden skewers*  
*1/2 c. salted peanuts*

Heat the caramels and the water in the top of a double boiler until melted and smooth. Add the peanuts and pour over the cereal in a large bowl. Toss until well coated. With the hands, pack the mixture





*This recipe for lollipops never fails. The candy is crunchy, chewy, and tasty.*

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into a lightly oiled 8 x 8 inch pan. Let stand until firm. Cut into 2 x 4 inch bars, remove from pan, and stick in skewers.

#### **NO-COOK FONDANT**

$\frac{1}{3}$  c. soft butter or margarine     $3\frac{1}{2}$  c. sifted powdered sugar  
 $\frac{1}{3}$  c. light corn sirup             $\frac{1}{2}$  t. vanilla  
 $\frac{1}{2}$  t. salt

Blend the butter, sirup, salt, and vanilla in a large mixing bowl. Add the sugar and mix well. When the mixture is too stiff to mix with a spoon, use the hands to knead the fondant on a board. Knead until it is well blended and smooth. Shape and flavor as wished.

#### **CHOCOLATE FUDGE**

3 c. white sugar            1 c. milk (condensed makes a richer fudge)  
 2 sq. chocolate            1 T. butter or margarine  
    or                                    1 t. vanilla  
 4 T. cocoa

Cut the chocolate into fine pieces. Combine the sugar, chocolate (or cocoa), and milk. Cook, stirring only until the sugar is dissolved, until a few drops in cold water will form a soft ball in the fingers ( $236^{\circ}$ - $240^{\circ}$  F.). Remove from the fire, and add the butter and vanilla without stirring. Let stand until cool. Beat until the mixture begins to lose its glossy appearance and gets creamy. Pour it at once into a buttered pan and mark into squares.





CORN PRODUCTS REFINING CO.

*Candy-making is fun anytime. A basic fondant may be flavored, tinted, and shaped as you desire. See what you can do.*

**NEVER-FAIL FUDGE**

- |  |                               |
|--|-------------------------------|
| <i>2<sup>1</sup>/<sub>4</sub> c. sugar</i> | <i>5 oz. marshmallow whip</i> |
| <i>4 T. butter or margarine</i>            | <i>8 oz. chocolate bits</i>   |
| <i>3/4 c. evaporated milk</i>              | <i>1 c. nut meats</i>         |

Combine the sugar, butter, milk, and marshmallow whip and bring to a boil. Boil *four* minutes, stirring constantly. Be sure the pan is large enough to allow for boiling. Remove from the heat, add the chocolate bits, and stir until the chocolate is dissolved. Add the nut meats, and pour into a buttered pan to cool. Mark into squares. This recipe makes 2<sup>1</sup>/<sub>4</sub> pounds of fudge.

**Mind your manners.** The serving of snacks is very informal, but it still is important to practice good manners. When food is held in the fingers, the fingers may become moist or greasy, so a napkin



should be provided. For this informal service the napkin may be paper instead of cloth. Touch the lips lightly with the napkin. While holding food in the hand, be careful not to drop crumbs on the floor or clothing; holding the napkin under the food will help to prevent accidents. Straws are often served with beverages. Be careful not to make a noise trying to get last drops of the beverage from the glass.

### Putting your ideas to work

- 1 Make a list of finger foods, other than those mentioned in the text.
- 2 Compare the cost of frozen concentrated orange juice and of the fresh oranges necessary to make the same amount of juice.
- 3 Tell what kind of carbonated beverage would be good to combine with lemon sherbet. With pineapple sherbet. With vanilla ice cream. With grape ice. With chocolate ice cream.
- 4 Tell what you should do if you drop crumbs on the floor. If you drop a spoon. If you spill your beverage.

### What can you serve for a light supper?

On Sundays and holidays many families have a big dinner at noon and a light supper later. These are days of leisure when families gather to visit, and often friends are invited to share the evening.

Many interesting and attractive dishes may be served for such a gathering. Some are simple enough that a junior cook could prepare and serve them. The enjoyment of the meal and the praises of the family and friends are rewards and encouragement to try more elaborate dishes later.

**Cream sauces are basic.** A cream sauce is one of the easiest foods to prepare. It is used for a wide variety of dishes, from the simplest cream soup to an elaborate casserole dish. It may be combined with almost any vegetable, with cheese, eggs, fish, meat, fowl, or cereals such as macaroni.

Cream soups are nourishing because the basic food material is milk. The vegetables that are used in the soup furnish valuable minerals and vitamins which the body needs. A cream soup may be a part of a meal, or it can be the main course.

Because a cream sauce can be used with so many foods which you will want to cook, you should know how to make a good, smooth one. This table of ingredients and proportions will be a guide for any sauce you may wish to make.



## CREAM SAUCE

<i>Kind</i>	<i>Milk</i>	<i>Flour</i>	<i>Butter</i>	<i>Use</i>
Thin	1 c.	1 T.	1 T.	Cream soups
Thin-medium	1 c.	1½ T.	1½ T.	Creamed starchy vegetables, gravy
Medium	1 c.	2 T.	2 T.	Creamed vegetables, eggs, meat, fish, cheese
Thick	1 c.	3 T.	2-3 T.	Binder for meat loaf and croquettes

Several methods of combining the ingredients may be used, but the following method is a good one. Soften the butter in the top of a double boiler over hot water. Blend the flour thoroughly with the butter. Add the milk and heat slowly, stirring continually until the sauce thickens and the starch is thoroughly cooked. Salt and pepper should be added to the recipe according to the food with which it is used.

Cream sauce is used as the basis in these recipes.

### CREAM OF POTATO SOUP

2 c. *thin cream sauce*                      1 *slice onion*  
3 *medium-sized potatoes*                ½ *t. salt*  
3 *T. chopped parsley*

Wash and pare the potatoes. Cut in small pieces, and boil in 3 c. of salted water, with the onion, until the potatoes are tender. Put the potatoes through a coarse sieve, and combine them with the water in which they were cooked. Add this mixture to the hot cream sauce and mix well. Sprinkle each serving with finely chopped parsley. This serves six people.

Peas, celery, corn, asparagus, spinach, mushrooms, or other vegetables may be substituted for potatoes.

### CREAM OF TOMATO SOUP

2 c. *medium cream sauce*                1 *T. chopped onion*  
2 c. *canned tomatoes*                    2 *t. sugar*  
½ *t. salt*                                        ¼ *t. soda*

Simmer the tomatoes, sugar, salt, and onion with ½ c. water for 20 minutes. Add the soda and stir well. Strain, or pour as it is, into the hot cream sauce. Mix well, and serve at once. The soup may curdle if allowed to stand. This serves four people.





BORDEN'S INSTANT STARLAC

*A hot soup can be a meal in itself. Crisp crackers or toast give a pleasing contrast in texture.*

#### **CREAMED CHIPPED BEEF**

*2 c. medium cream sauce      1/2 lb. chipped beef*

Separate the chipped beef into small pieces, removing any stringy portions. Cover the beef with hot water, and allow it to stand 10 minutes to remove the salt. Add the drained beef to the hot cream sauce, and heat thoroughly in a double boiler. Serve on toast pieces, crackers, or mashed or baked potato. This serves six people.

This recipe may be varied in many ways. Cooked ham may be diced and used instead of beef. Cheese may be grated and melted in the cream sauce. Salmon, tuna, or other fish could be used. Asparagus stalks on toast are delicious with a cream sauce poured over them and garnished with grated cheese. Hard-cooked eggs may be cut in half or in small pieces and served in a cream sauce. If desired, a little of the



hard-cooked yolk may be put through a strainer and sprinkled on top as a garnish. Mushrooms make a fine addition to cream sauce. Canned cream of mushroom soup or cream of chicken soup is a good substitute for a cream sauce when combined with chicken or hard-cooked eggs.

**Cooking at the table interests everyone.** Preparing food at the table has become a common procedure. Modern electrical appliances such as toasters, waffle irons, chafing dishes, and coffee-makers are found in many homes. Sandwich toasters and grills are popular too. Candles, in attractive little holders, will keep coffee, sirup, and other liquid foods hot. Butter for griddlecakes or waffles may be melted this way. The chafing dish is a useful utensil for serving many delicious foods at the table. The meat dish or vegetables prepared in the kitchen may be kept hot in it, and creamed soups or main dishes may be prepared at the table. It is fascinating to watch the food being prepared. The appetite seems to be increased with the aroma and sight of cooking food.

Many of the foods prepared at the table are simple, and the recipes are easy ones for the cook who is just learning. All the utensils and food supplies to be used at the table should be arranged conveniently on a tray so that repeated trips to the kitchen will not be needed. The batter for waffles should be mixed in the kitchen and put into a bowl or pitcher for pouring. Butter for waffles should be softened or melted. Honey butter (butter softened with honey) is a delicious accompaniment for waffles. Sirup is better if served hot.

#### **WAFFLES**

<i>2 c. flour</i>	<i>2 T. melted fat</i>
<i>4 t. baking powder</i>	<i>1½ c. milk</i>
<i>1 t. salt</i>	<i>yolks 3 eggs</i>
<i>2 T. sugar</i>	<i>whites 3 eggs</i>

Mix and sift the dry ingredients. Separate the eggs and add the milk to the beaten yolks. Combine this well with the dry mixture, and then add the melted fat. Beat the egg whites until stiff, and fold them into the batter. Do *not* beat. Put a little of the batter in the center of the heated waffle iron. Close the iron, and allow the waffle to bake



until brown. Serve hot with butter and honey, sirup, or marmalade. This makes six waffles.

#### **SIRUP**

1 c. white sugar      ½ c. dark corn sirup  
1 c. brown sugar     2 c. water

Combine ingredients and boil to the desired thickness. Use a pan large enough that the mixture will not boil over. The sirup will be thicker when cold, so do not boil it too long.

#### **GRILLED CHEESE SANDWICHES**

8 slices bread            4 slices American or Swiss cheese  
butter or margarine

Put each slice of cheese between two slices of bread. Spread the *outside* of the sandwich with the butter or margarine. Toast in a grill, in a chafing dish, or in the oven on a pan until the cheese has melted and the sandwich is brown on both sides. Do not have the fire too

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A waffle party can be an event to remember. Bake the waffles at the table. A pitcher is convenient for pouring the batter.





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*Grilled cheese sandwiches are a pleasant change from other foods. They should be served while hot and crisp.*

hot, or it will burn the toast before the cheese has melted. Serve hot garnished with pickle. This makes four sandwiches.

**Manners are for every day.** Some people think that manners are to be used only when there is company. If you will remember that courtesy really is consideration for others, you will see that it is needed whenever you are with another person. Even when eating by yourself, using proper table manners is a good practice. Carelessness when alone could easily become a habit that might appear to your embarrassment when you least expect it.

When eating soup, dip the spoon into the front of the bowl of soup and tip it toward the back to pick up the liquid. Sip it noiselessly from the side of the spoon, not from the end. Do not put the spoon into your mouth; just hold it to the lips. If crackers are served with the soup, hold them in your fingers; do not break them into the soup.

When the food served does not require the use of a knife for cutting, it is omitted from the setting. Soft foods, such as waffles or creamed foods on toast, may be cut with the fork. Unless one



is left-handed, the fork is held in the right hand to carry food to the mouth. Lift the food with the tines of the fork turned up. When not being used, the fork is laid tines up on the plate. This also is the correct position to leave it when you have finished eating.

### Putting your ideas to work

- 1 As a class, set up standards for a good cream sauce.
- 2 Prepare a creamed dish at home. Report to the class on your success.
- 3 Discuss reasons why the waffle mixture should not be beaten after the egg whites have been added.
- 4 Discuss whether it is proper to tilt the soup plate slightly in order to get all the soup.
- 5 Plan and serve a light supper.

### How can you serve tea to your mother's guests?

Suppose you arrive home from school someday and find that your mother has callers. They have arrived unexpectedly, and your mother is enjoying her visit with them. What a delightful surprise it will be for her and her guests if you prepare a tea tray for them. Most cupboards have the simple foods which will be needed in such an emergency.

**Light, dainty food is all you need.** Tea or coffee and tiny, thin sandwiches are enough to serve. If small cakes or cookies are on hand, they may be served. The important things to remember are that portions should be small and dainty and the serving should be done properly. You may not have to make tea or coffee frequently, but you should know how to make it properly.

#### COFFEE

The strength of coffee is a matter of personal preference. If a weak beverage is desired, 1 level tablespoon of coffee to 1 cup of water is used. Medium strength or strong coffee would take more in proportion.

The usual methods of making coffee are boiling, percolating, and drip. For boiled coffee, mix the coffee with a little cold water, add boiling water, and simmer three to five minutes. A dash of cold water will settle the grounds so that the coffee brew will be clear.

For percolated coffee, put cold water in the pot and the coffee in the basket. Heat the water to the stage where it rises in the tube and falls on the coffee. Keep the heat at the point where percolating continues until the coffee is of the desired strength. This can be judged by the color as seen in the glass top of the percolator.



For drip or filtered coffee, put the coffee in the filter basket, pour boiling water over it, and allow it to drip or filter through. If stronger coffee is desired, the liquid may be filtered through a second time. The pot should be kept warm during the filtering, but the liquid should not be allowed to boil. A few grains of salt added to any coffee mixture brings out the flavor.

Instant coffee is widely used. Your mother may have some on the shelf for emergencies. This quick process makes coffee easily. Put 1 teaspoon of the powdered coffee in the teacup, and add boiling water. While time is saved in the preparation, some people think that the taste is not the same as that of coffee brewed by one of the other methods.

### **TEA**

As with coffee, it is difficult to tell the exact amount of tea to use per cup of water. One-half teaspoon of tea for each cup of boiling water is a safe amount with which to start. More tea may be added if the beverage is not strong enough and more water if it is too strong. Use only a glass or an earthenware teapot. Pour freshly boiling water over the tea leaves. Allow to stand two or three minutes. Strain for serving unless a tea ball or tea bag has been used.

### **TEA SANDWICHES**

Spread *thin* slices of bread lightly with softened butter, cream cheese, jelly, or some simple filling. Put two slices of bread together, and cut into small squares, triangles, or oblongs. Nut bread with butter makes a delicious tea sandwich.

### **OPEN SANDWICHES**

Dainty sandwiches may be made from single slices of bread cut into small sections in any fancy shape desired. The fillings used are the same as those for spreads and dips (see page 219). They are garnished and decorated with olives, pimento, nuts, parsley, and the like.

An attractive one has salad dressing on the bread with a thin slice of cucumber, with or without the green skin. A single slice of tomato on a round of bread makes a colorful sandwich. Cream cheese with a slice of stuffed olive is attractive.

These are only suggestions. You may use your own ideas as long as you remember to keep the sandwiches small and dainty. These





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*Ribbon sandwiches are party food. They are a variation of the everyday type of sandwich carried in lunchboxes. The ribbon effect is obtained by using breads and fillings of different colors.*

sandwiches usually are served at the more elaborate teas. Time and effort are necessary to make them attractive and appetizing.

#### **RIBBON SANDWICHES**

*4 slices white bread                      sandwich spread*  
*2 slices whole-wheat bread          cheese spread*  
*watercress*

Trim the crusts from the bread. Spread a slice of white bread with cheese spread, and cover it with a slice of whole-wheat bread. Spread this slice with sandwich spread, and cover it with a slice of white bread. Cut into 6 lengthwise strips and place wide side up on a serving plate. Repeat with remaining three slices of bread. Garnish with watercress or parsley.

**The tray should look inviting.** Mother's guests are not invited to sit at the table for this informal afternoon tea. Carry the dishes and food on a tray into the room where the guests are seated. Usu-



ally there is a small table on which you may place the tray. These are the things you will have on the tray: the teapot or coffeepot, cream, sugar, lemon slices, cups, saucers or small plates, spoons, napkins, and the plates of sandwiches or cookies. Use your mother's prettiest dishes and silver. They should be clean and shiny and the napkins clean and fresh. The sandwiches and cookies should be arranged neatly on plates, not piled high. A few on the plate look more attractive and appetizing.

**It's the way that you do it that counts.** Your mother probably will pour the tea or coffee. She may ask the guest her preference as to sugar, cream, or lemon and add these accordingly. You can then hand the guest a napkin and the saucer or plate with the filled cup and a spoon. You may pass the sugar and cream on a tray and the sandwiches and cookies on separate plates.

When passing food, be careful that your fingers do not reach over the edge of the plate. If the plate is small, hold it flat on the palm of your hand for serving. In passing beverages, move slowly and carefully so that you do not spill the liquid.

You should not sample the food as you serve it to your mother and her guests. If you are invited to sit down and eat with them, you may or may not as you wish. You should be ready to supply fresh hot water if more is needed for tea or to replenish the coffee and the sandwiches and cookies.

**The table is set for a large tea.** If a large number of guests are invited to the tea, the service is more formal. In place of the tray for serving, a table is set.

The table is covered with a lace or linen cloth, spotlessly clean. Usually there is a colorful center arrangement of flowers and perhaps candles. The prettiest silver and dishes are used. Linen napkins are preferred, but paper ones are acceptable. If the tea is a large one, two persons may pour, one seated at each end of the table. Usually each person pours both tea and coffee, but it is equally correct for one to pour tea and the other one, coffee.

The supplies needed—plates, cups, cream, sugar, and lemon—are placed beside the persons who pour. The pourer asks the guest her preference of beverages, and then places the filled cup on a plate and hands it to the guest. The other food is on trays or plates arranged attractively and conveniently on the table. The guest helps herself to these foods as she wishes.



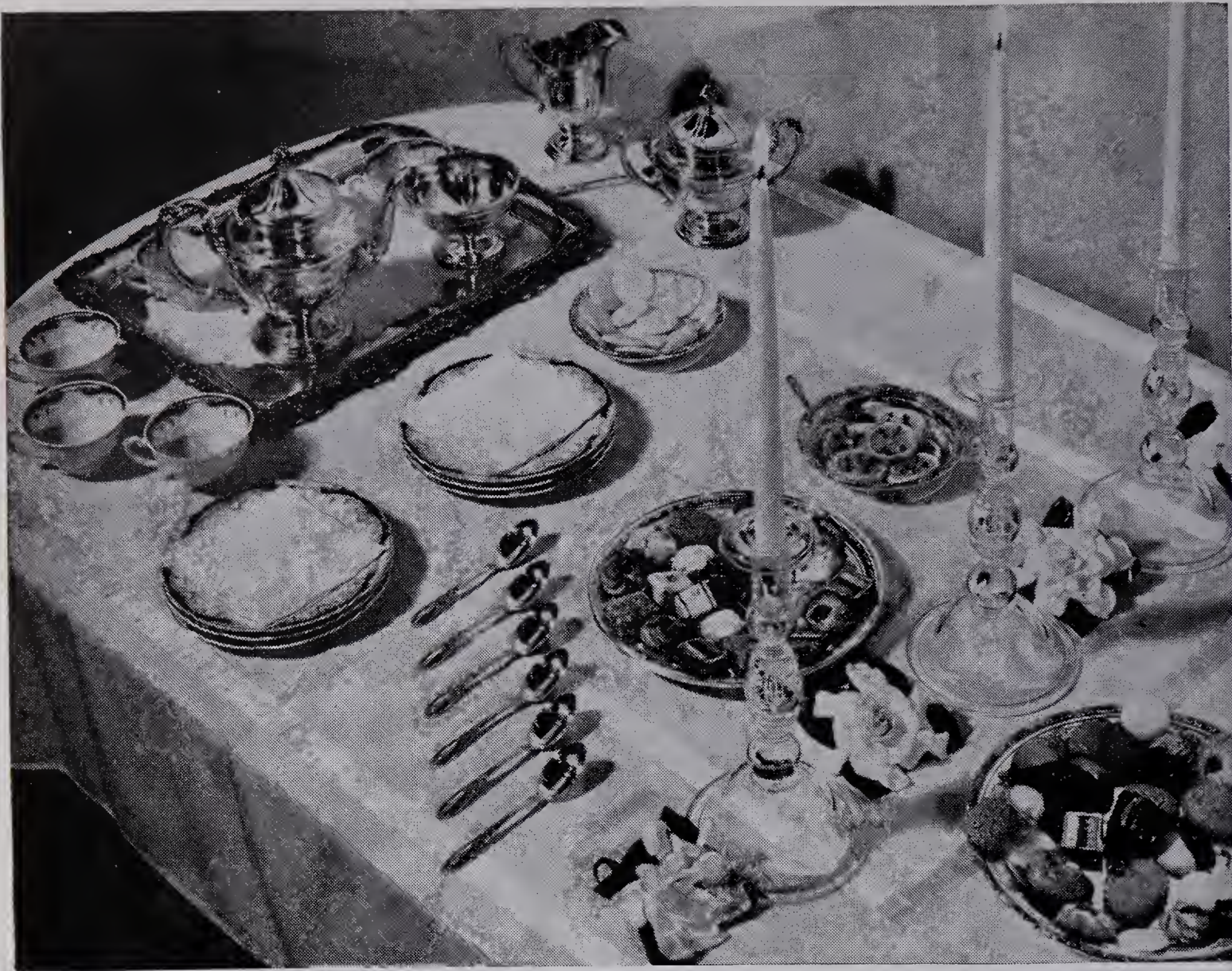


GENERAL FOODS CORP.

*Everything is ready for mother to serve her guests a cup of tea. The food is simple, and the table is made attractive by the use of pretty dishes and cloth.*

When the guests have served themselves, they move away from the table so as not to be in the way of others who are to be served. Chairs may be placed around the room, but many times the guests remain standing while eating. Practice is required to balance a cup on a plate while standing and chatting. The food served should





TOWLE SILVERSMITHS

*A few single flowers and candles make a lovely decoration for the formal tea table. No saucers are used because the cups are placed on plates. A tray keeps the tea service together and protects the table.*

be such that it may be eaten easily this way. It is better to return for more food than to overload the plate at first.

The foods most commonly served at a large tea are tea, coffee, fancy sandwiches, fancy cakes and cookies, salted nuts, and mints. Sometimes ice cream or sherbet is served instead of sandwiches, and punch instead of tea or coffee.

If you are serving at a large tea, your chief responsibilities are to keep the persons who are pouring supplied with hot beverages, to keep the plates replenished with food, and to carry used dishes to the kitchen.

It is considered an honor to be invited to serve at a tea, either as one who pours or as one who helps in other ways. The hostess usually asks her best friends to help. The same rules of courtesy apply in serving here as when you serve your mother's guests at a small tea. You do not nibble at foods as you serve. You handle





WHEAT FLOUR INSTITUTE

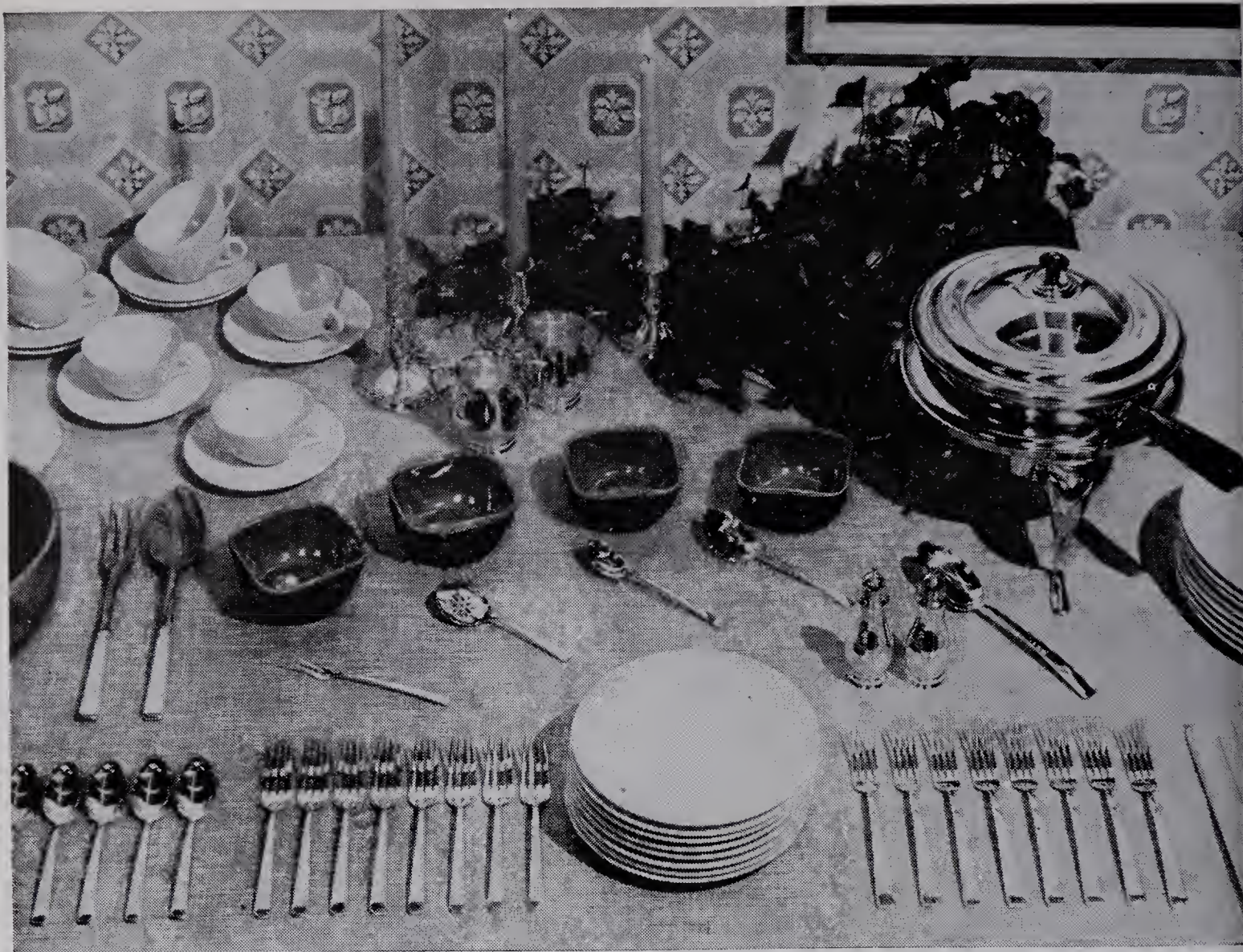
*Fancy cakes or sandwiches should be arranged on the plate neatly. Do not heap them. Refill the plates as needed.*

dishes carefully so that your fingers do not touch the food. You are alert to see what is needed at the table and when guests are ready to be relieved of dishes and napkins.

### Putting your ideas to work

- 1 Experiment with making open sandwiches, using a few ingredients and your originality and artistic ability.
- 2 Have a demonstration of making toast over a flame. In the oven. In an electric toaster.
- 3 Collect pictures of table settings for teas, and discuss their good and bad points.
- 4 Plan a bulletin board. Titles of displays attract attention. Vary the titles so that people will watch for new ones. Some titles may be only one word; others may be statements; some may be questions. Popular song titles or a line of poetry may be the message of the bulletin board. For this unit you might use "Tea for Two." Other suggestions are "Easter Parade" or "Thanksgiving."
- 5 Pretend to serve an informal tea to your mother and a guest.
- 6 Have a mother-and-daughter tea.





TOWLE SILVERSMITHS

*The table is set for a buffet supper. Each dish has its serving spoon or fork. Equipment is placed so that people may help themselves conveniently.*

### **How can you serve buffet style?**

Buffet style is a delightful way of serving which has become popular with all ages. It lends itself to large or small groups and to either indoor or outdoor eating. People like to serve themselves, selecting the foods they like best and in the amounts they desire. Much of the food can be prepared well in advance and stored in the refrigerator, so that the hostess is not rushed at the last minute.

**Guests are not seated at the service table.** In buffet service, the food is arranged attractively on one long table or buffet. Guests help themselves to the food as they move along the table. Beverages may be set on a separate table, so that the service line is not delayed while beverages are poured.

Sometimes small tables are set informally around the room, or the guests hold the plates on their laps while eating. A thoughtful hostess will provide a tray for each person. This makes it easier for





BETTER HOMES AND GARDENS

*Buffet suppers are informal. Everyone helps himself. Chafing dishes and electrical equipment help to keep foods hot.*

a person to hold his plate and cup or glass more securely. If a person wishes more food, he goes to the serving table again, perhaps changing his seat when he returns. Guests move around freely with this type of service.

**Foods are easy to handle.** Buffet service requires certain kinds of foods. Because cutting food is difficult or inconvenient while holding a plate on the lap, foods which require a knife for cutting are not served. Buffet suppers are sometimes called "fork suppers." Meat should be tender enough to cut with a fork or be prepared in such a manner as not to require a knife.

Equally difficult to eat buffet style are thin, semiliquid foods. If foods are too soft to eat with a fork, they are not good foods to serve at a buffet meal. Foods which may be held in the fingers while eating are good to serve. Casserole dishes, cold cuts of meat, salads of all kinds, relishes, fruits, sandwiches, cake, and cookies are all buffet foods.



Here are the recipes for a few foods you might like to make.

#### MACARONI AND CHEESE

1 c. dry macaroni      1½ c. thin cream sauce  
4 c. water              ½ c. chopped or grated cheese  
1 t. salt                buttered crumbs

Break the macaroni into pieces 2 to 3 inches long. Drop them into a pan of boiling, salted water, and boil until tender. Drain in a colander or sieve, and rinse with cold water. While the macaroni is cooking, make the cream sauce and melt the cheese in it. Melt a little butter or margarine in a pan, and stir dry bread crumbs in it until well buttered. Arrange alternate layers of macaroni and cheese sauce in an oiled baking dish. Sprinkle the buttered crumbs on top. Bake in a hot oven (400° F.) until heated through and brown on top. This recipe will serve six.

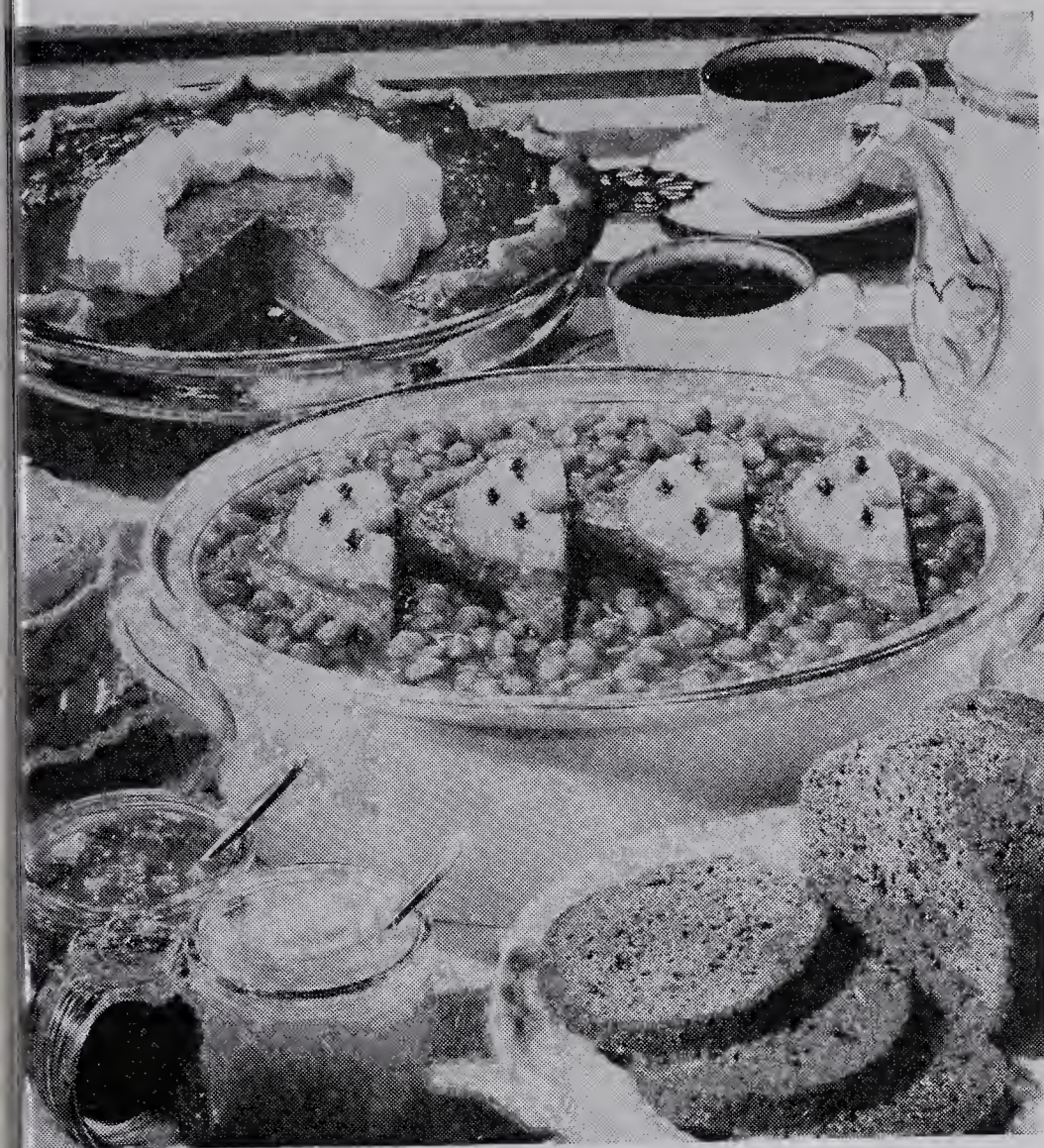
CAMPBELL SOUP CO.



*Tomato soup added to macaroni and cheese gives delightful flavor and color.*

*This is a substantial and nourishing meal.*





*A delicious meal may be built around baked beans. Boston brown bread, lettuce salad, and pumpkin pie are interesting accompaniments.*

AMERICAN CAN CO.

#### **BAKED BEANS**

- |   |  |
|---|--|
| 1 large can baked beans in tomato sauce | $\frac{1}{2}$ t. dry mustard           |
| 1 small onion                           | $\frac{1}{2}$ c. catsup or chili sauce |
|   | 4 strips bacon                         |

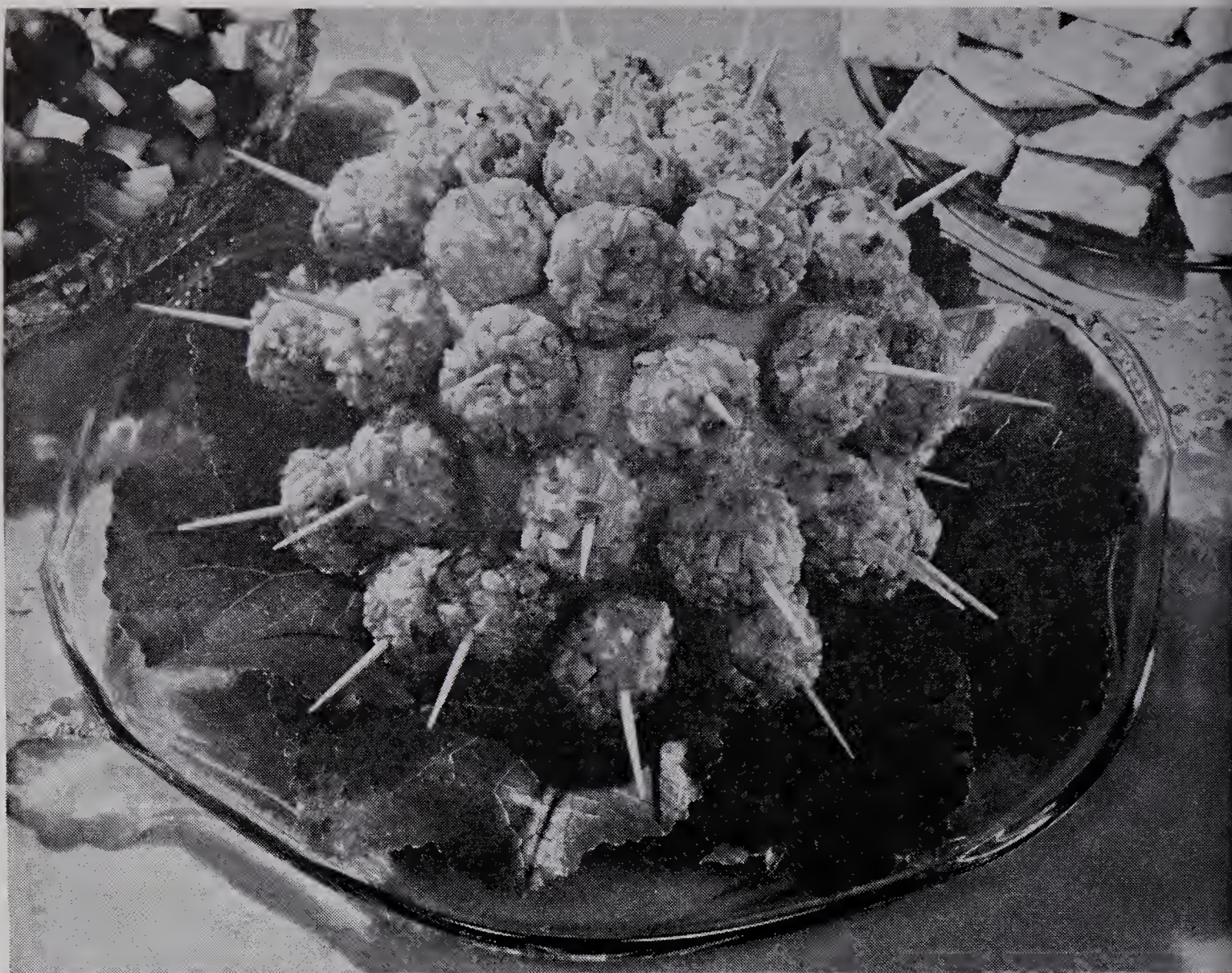
Finely mince the onion and cut the bacon in small pieces. Put a layer of baked beans in a casserole. Sprinkle over it onion, dry mustard, catsup, and bacon. Make similar layers until all the ingredients have been used. Cover and cook in a slow oven (325° F.) about one hour. This recipe serves four people.

#### **MOLDED CARROT SALAD**

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1 package lemon-flavored gelatin | 2 c. water                        |
| 1 c. crushed pineapple           | 2 small carrots, ground or grated |

Dissolve the gelatin in one cup of boiling water. When thoroughly dissolved, add one cup of cold water, the crushed pineapple, and the grated carrots. Mix well, and turn into one large mold or six individual molds which have been dipped in cold water. Chill. Serve on crisp lettuce leaves, and garnish with the salad dressing of your choice. This serves six people.





KRAFT FOODS CO.

*Cheese balls, rolled in chopped nuts, are served as appetizers. A toothpick attaches the ball to a grapefruit for easy serving.*

### **RELISH PLATE**

Many fresh, crisp, raw vegetables may be served with the main dish of a buffet meal. Pickles of all kinds, assorted olives, celery, jelly, and jam often are used as relishes.

The preparation of the vegetables is simple. *Carrot strips* are made by scraping the carrot and cutting it into thin, matchlike sticks. *Carrot curls* are made with a special implement that cuts very thin slices that curl. Soak the strips or curls in ice water to make them crisp.

*Radish roses* are attractive and easy to make. Choose round, bright-red radishes without blemishes. Leave an inch or so of the leafy stem on the radish. From the root end, cut five or six very thin slices about one-third of the way down toward the stem end of the radish. Turn back the red, pared skin. When the radishes are allowed to stand in ice water, the petals will open.

For *stuffed celery* thoroughly wash the celery stalks and remove any





KRAFT CHEESE CO.

*Cheese frills are made from thin slices of dill pickles. Each slice is cut so that the end may be crossed to form a small cornucopia, held with half a toothpick. Soft cheese spread is the garnish.*

blemishes and tough strings. Cut into two-inch lengths, and fill the depression in the celery stalk with a soft cheese spread. Chopped nut meats or minced chives may be added to the cheese.

*Cauliflowerettes* are made from the separated sections of the raw cauliflower head. Wash and chill them. Tender *green onions* should be washed well. Remove the root end and all but 3 or 4 inches of the stem.

*Pepper rings* are made by slicing green peppers crosswise in thin slices and removing the seeds and center portion. *Cucumber slices* are attractive with the green skin left on. Wash the cucumber well. Before slicing, run the tines of a silver fork lengthwise of the cucumber. This gives a serrated edge to the rings.

**Outdoor meals are fun.** More and more families are finding that eating outdoors is fun. Picnics never lose their appeal. Be-



cause of the time, transportation, and work of packing foods involved in picnics away from home, many families have picnics in the yard. Some new houses have barbecue pits or outdoor fireplaces. Owners of older houses are having them installed. Portable barbecue grills are convenient if you wish to eat where fireplaces are not available.

Many of the meals served indoors can be served as well outdoors if table arrangements are available. Buffet service is particularly good for a yard picnic. If there is a fireplace, barbecue pit, or grill in the yard, the meat or main dish may be cooked outside. Wiener roasts and steak fries are fun for everyone.

### **FRANKS 'N CHEESE**

Split the frankfurters lengthwise, and insert slices of cheese and a slice of dill pickle. Place on the broiler rack for 3 to 5 minutes until hot all the way through. Serve in hot, buttered buns.

### **HAMBURGERS**

1 <i>lb. ground beef</i>	1 <i>t. salt</i>
2 <i>eggs</i>	$\frac{1}{8}$ <i>t. pepper</i>
$\frac{1}{2}$ <i>c. soft bread crumbs</i>	$\frac{1}{4}$ <i>c. milk or water</i>
2 <i>T. minced onion</i>	

Beat the eggs and combine with the meat, salt, pepper, milk, onion, and bread crumbs. Mix well. Mold into small patties. Cook in a small amount of fat in a skillet, turning until well browned on both sides. Serve in hot, buttered buns. An especially good sandwich is made by placing minced onion between two *thin* patties which are then placed on a rack over glowing coals or in a broiler. A bacon strip securely skewered around the patty before broiling makes a delicious hamburger. Grated cheese and chopped green pepper may be added to the meat mixture.

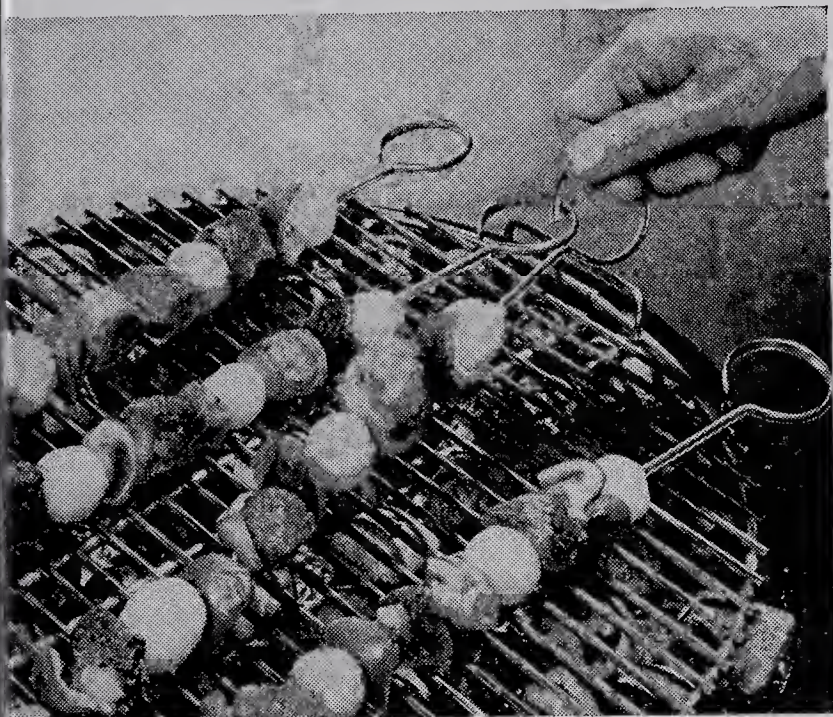
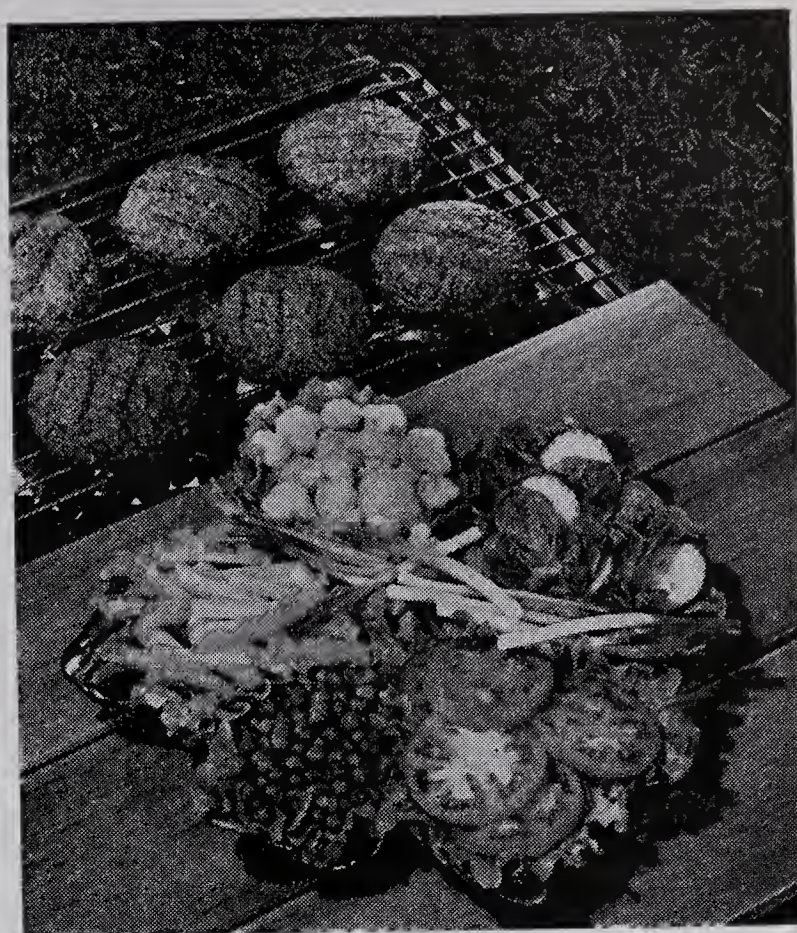
### **KABOBS**

Arrange on a tray cubes of beef, veal, or pork; bacon; small onions; apple quarters; tomato sections; and mushrooms. Furnish each person with a skewer or stout stick. Allow each one to assemble his own kabob on the skewer and to cook it over hot coals. Have barbecue sauce or mustard to brush on the kabob while cooking or eating it.



*An attractive plate of vegetables is an addition to any buffet, indoors or out. A person may make his own selection for relish or salad. Hamburgers are popular for outdoor meals.*

KRAFT FOODS CO.



*Portable barbecue grills make cooking outdoors easy and fun. Charcoal briquettes are clean and convenient to use for fuel. Guests make their own kabobs.*

ARMCO STEEL CORP.



*A kabob supper is a typical outdoor meal. Tomato juice, kabobs, Spanish corn, vegetable salad, and fruit for dessert—who could ask for more?*

AMERICAN CAN CO.



**Desserts at picnics should be simple.** Foods requiring no silverware or only a spoon are most easily handled. Everyone likes fresh fruit. Peaches, plums, grapes, bananas, cherries, unhulled strawberries, and oranges should be washed well. These may be served just as they are. Cantaloupe or other melons may be served with salt or with a dipper of ice cream.

Dry ice and insulated containers keep ice cream frozen for long periods of time so that it can be carried for picnics. You can purchase ice cream and sherbets in individual paper cups for more convenient serving at informal gatherings. Ice cream sandwiches—ice cream between two cookies—carry well and are delicious.

### **CUPCAKES**

Cake-making is an art, and a degree of skill is needed to be sure that the product will be a success. Later in the term when you have had more experience and are learning to prepare more elaborate dishes, a cake may be one of the desserts you will prepare. For your buffet supper or picnic, use a commercial cake mix so that you will be sure of success. Choose the kind of cake you want—chocolate, white, yellow, spice, or any of the others on the market. Read the directions on the package carefully, and follow them exactly. Your success depends on this.

Small cupcakes are easier to serve than a larger cake. Pour the batter into oiled cupcake pans or muffin tins, filling them about one-half full. Bake in a moderate oven (375° F.) until an inserted toothpick comes out clean. Your teacher or your mother may show you other ways to judge when a cake is done. Remove the pan from the oven, loosen the cakes by running a knife around the edges, and take them from the pan. They may be served plain or with frosting. An uncooked frosting is simple to make and is good for any kind of cupcakes.

### **FROSTING**

1½ T. butter	1 t. vanilla
1½ c. powdered sugar	3 T. (approximately) cream or milk
f. g. salt	

Work the butter with a spoon until it is soft. Add the sugar a little at a time, creaming well before more is added. Add the salt and





SWIFT AND CO.

*Plain or fancy, take your choice. Coconut, nuts, and colorings are ways to vary the frosting on cupcakes, doughnut balls, or cookies.*

vanilla. Add the cream, a little at a time, until the frosting is the right consistency to spread. You may not use all the cream, or you may need to add more. Mix well so that all the lumps are out of the mixture. Spread evenly on the top and sides of the cakes as desired.

Coconut or chopped nuts may be sprinkled on top of each frosted cake. If chocolate frosting is preferred, mix 2 T. cocoa with the powdered sugar before adding the cream.

#### **HOT-WATER GINGERBREAD**

1 c. molasses	1 t. soda
1/2 c. boiling water	2 t. ginger
2 1/4 c. flour	1/2 t. salt
4 T. fat	

Melt the fat in the boiling water, and add to the molasses. Sift the dry ingredients together, and add to the liquid. Beat the mixture



vigorously. Pour into a shallow, oiled pan, and bake 25 minutes in a moderate oven (375° F.).

Prepared gingerbread mixes may be purchased in packages. These have a good flavor and are easy to make. Usually you need to add only water. A girl who is beginning to cook may find a mix easier to use than a recipe for which she must measure all the ingredients.

#### **PEANUT BUTTER COOKIES**

$\frac{3}{4}$ c. fat	2 eggs
1 c. peanut butter	2 c. flour
1 c. brown sugar	1 t. soda
1 c. white sugar	$\frac{1}{2}$ t. salt

Work the fat, peanut butter, and brown and white sugars together until smooth and soft. Add the eggs, which have been beaten. Sift in the dry ingredients, mixing well. Form the dough into little balls about one inch in diameter. If the dough is too soft to handle, chill it for a time before trying to form into balls. Place the balls on a baking sheet and flatten with the tines of a silver fork. Bake in a moderate oven (375° F.) until lightly browned. This recipe makes three dozen cookies.

#### **OATMEAL SPICE COOKIES**

1 c. melted fat	1 t. cinnamon
1 c. sugar	1 t. nutmeg
2 eggs	1 t. soda
$\frac{1}{4}$ t. salt	2 c. rolled oats
6 T. milk	1 c. seeded raisins
2 c. flour	$\frac{1}{2}$ c. nut meats

Cream the fat and the sugar, add the beaten eggs, then the milk. Sift the flour, salt, soda, and spices together. Add to the previous mixture. Then add the rolled oats, the nut meats, and the raisins. Drop by teaspoonfuls on an oiled pan about 3 inches apart. Bake in a moderate oven (375° F.) about 15 minutes.

**Your manners are still showing.** People have discovered that informal eating is fun. It is not fun, however, if anyone is inconsiderate, greedy, or careless. The same thoughtfulness for others that is expected at more formal gatherings is in order.

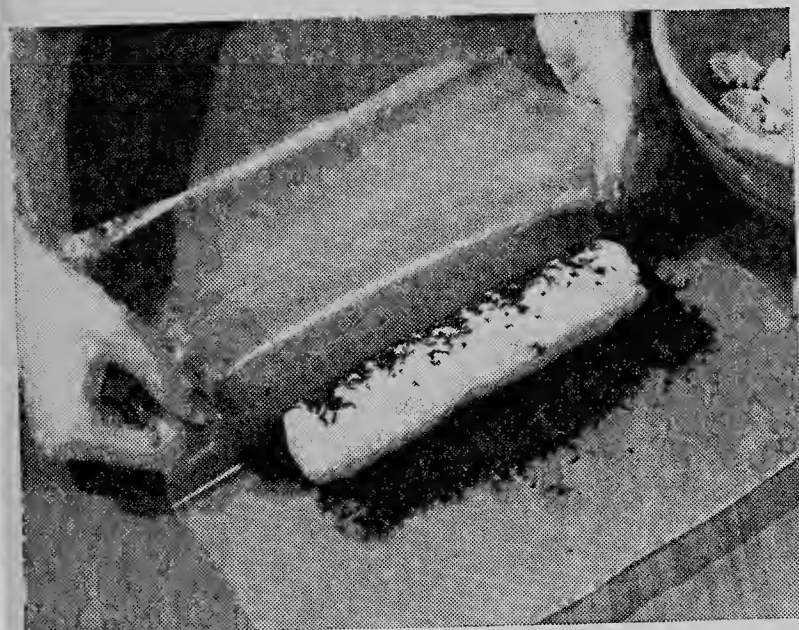




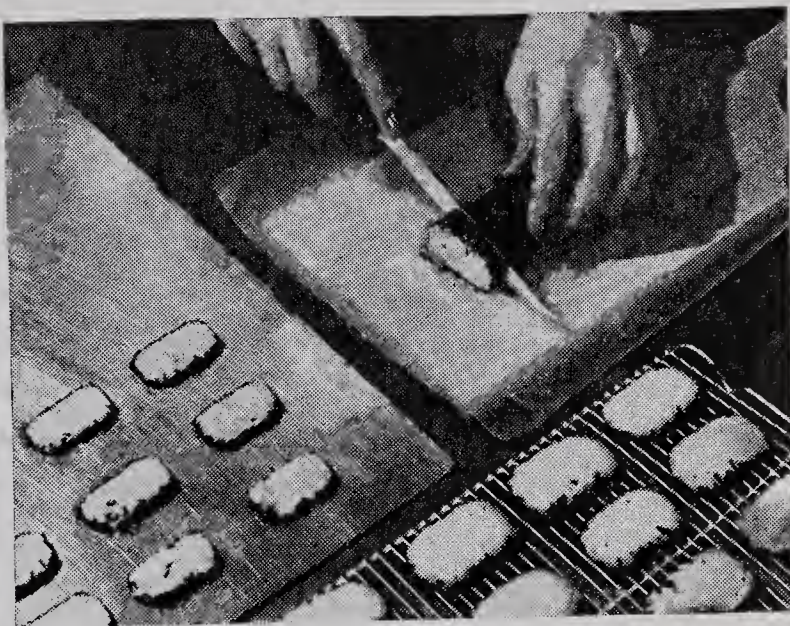
*Small piles of dough make irregularly shaped cookies.*



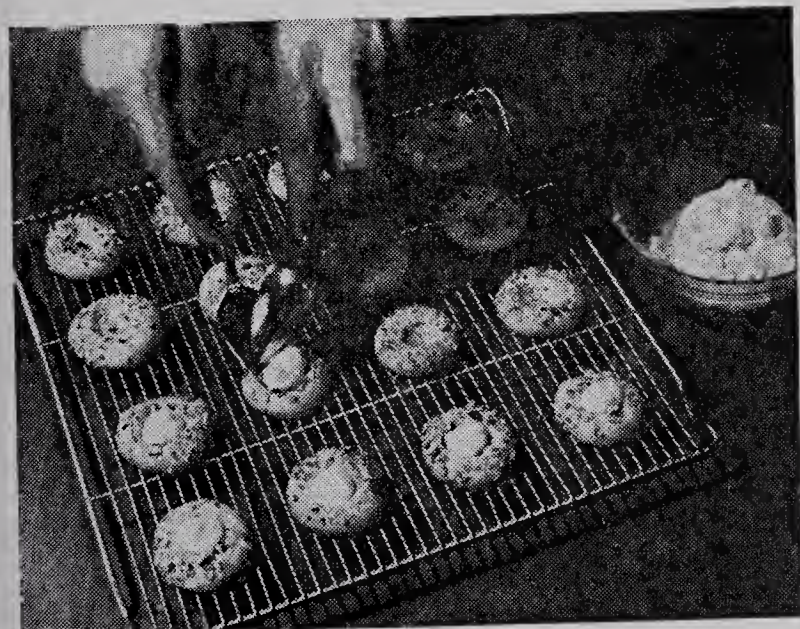
*Dough may be rolled into balls and coated with nuts.*



*Dough, made into a roll, is coated with decorettes.*



*The roll is sliced after chilling.*



*Dots of frosting may be put on the cookies after they are baked.*

*These pictures show a number of ways cooky dough may be handled.*

PHOTOS FROM WHEAT FLOUR INSTITUTE



Do not rush to be first in line or return for a second helping before others have been served. When helping yourself, take only an average serving. Remember, it is better to return for a second or even a third helping than to fill the plate to overflowing at first. Filling the mouth too full and talking while food is in the mouth are bad manners at any time.

You would not throw scraps of food on the floor indoors. Equal thoughtfulness is important outdoors. The patio or garden is like another room. Picnickers at the shore or in the hills should gather up food, paper plates, napkins, and containers when through eating and put them in the proper disposal units. If each person takes care of his own, no one is overburdened. The picnic place should be left in as good condition as you would want to find it.

### Putting your ideas to work

- 1 Report on tests by which to judge when a cake is ready to remove from the oven.
- 2 Practice making attractive relishes such as radish roses, carrot curls or strips, pepper rings, cucumber slices, stuffed celery, and others.
- 3 What are the biggest problems in preparing outdoor meals?

### *A book you will like to read*

Sternan, Phyllis, *Sweet Sixteen Cook Book*. Sterling Publishing Co., New York. This cookbook is a bridge between childish cooking games and adult kitchen behavior. It explains how to manage cooking schedules. It gives ideas for snacks and parties and contains recipes from foreign lands. A glossary is included.

### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 19, corresponding to the numbers of the words given below. After each number, place the letter of the definition which best suits that word. *Do not write in the book.*

- |             |  |
|-------------|--|
| 1 appetite  | A To filter through.                             |
| 2 barbecue  | B Earthenware dish for cooking and serving food. |
| 3 beverage  | C Degree of heat or cold.                        |
| 4 buffet    | D To decorate.                                   |
| 5 casserole | E An edible fat.                                 |
| 6 chocolate | F A concentrated sugar solution.                 |



7 garnish	G To roast whole; to cook meat in a highly seasoned
8 margarine	sauce.
9 onion	H Appetite stimulant.
10 percolate	I A starchy vegetable.
11 picnic	J Collection of different things.
12 potato	K Flavoring made from a bean.
13 recipe	L A bulb of strong flavor and odor.
14 relish	M Ground cacao beans.
15 sandwich	N Desire or relish for food.
16 sirup	O To move around from place to place.
17 temperature	P An outdoor party.
18 vanilla	Q A savory mixture between two slices of bread.
19 variety	R Dried wheat paste.
	S A drink.
	T Counter for refreshments.
	U Directions for making a cooked dish.

A FURTHER TEST: *After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Do you eat lunch at school?

Time for lunch! No other words have quite the same appeal at noontime every day. After four or five hours of work or play, you are in real need of food. At school, lunch time is an opportunity to relax and to visit with your friends. The exchange of confidences and bits of news is accompanied by the exchange of sandwiches or other morsels of some special food brought from home.

Perhaps you are so hungry at noontime that you will eat anything. On the other hand, that may be the time when you have freedom to select just those foods that you like best. You may not have the opportunity to choose at other meals, since breakfast and dinner usually are planned by an adult cook.

If your school has a cafeteria, a wide selection of food may be offered. It may be unwise to select only the foods you like best. Your choice of foods should be based on your particular needs as well as on your likes. You will remember the Handy Eating Plan shown on page 22 which tells you which foods should be included in the diet every day. The lunch you select should fit into this pattern.

Many schools do not have cafeterias; lunches must be packed and carried from home. Lunch packing is a major activity in some families. Big brother on the football team needs large amounts of everything, and his sandwiches have a more substantial filling. If your father carries his lunch to work, his food is much like your brother's. Your lunch, however, probably is much daintier. The sandwiches are small and thin, even if they have the same filling as the sandwiches in the other boxes.

The packing of the family lunchboxes could be your responsibility. Mother is busy with breakfast, helping younger children get



ready for school or play, and the numerous other morning tasks. Your taking over the lunchbox task will be a valuable contribution to family happiness.

Whether food is selected at school or carried in a lunchbox, it should not be wasted. Take only what you will eat. The appearance of your table when you are through eating will tell a story about your manners, good or bad.

### **What do you eat for lunch?**

Lunch is a very important meal. Your cafeteria may serve a plate lunch. Probably this is planned by a food expert, and usually it is a well-balanced meal. If such a lunch is not available, you may have to select the individual dishes for your meal from a variety of foods. A few suggestions may help you to do a better job.

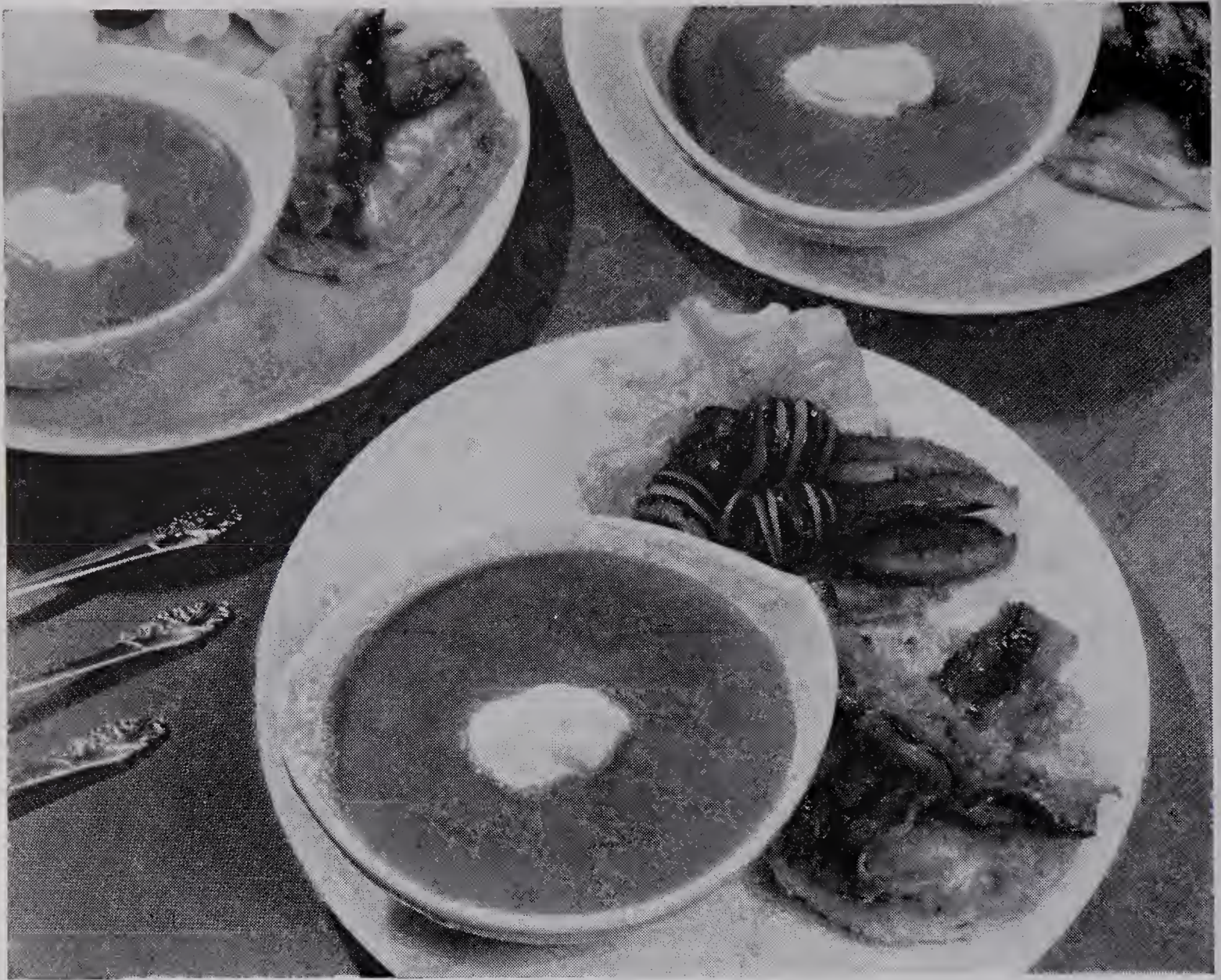
**Select foods to fit in with other meals.** Many families have their big meal, or dinner, in the evening, because some of the family members are away at noon at work and at school. Usually meat is the main dish at dinner; since this would meet your daily requirement, it is not necessary for lunch. If a second serving from the meat group is desired or needed, some of the other foods could be selected. For example, eggs in salad or sandwiches could take the place of meat.

Since several kinds of vegetables and fruits are required each day, some of them may be included in the noon meal. Salads are popular main courses for luncheon. They may be combinations of foods from several of the food groups. Fruits are excellent desserts for luncheon. One of the four glasses of milk you should have each day can be a part of your lunch. A bit of sweet—cake, cookie, fruit, or a piece of candy—can complete the lunch as your dessert.

**Choose a meal related to activity.** Do you feel drowsy while sitting in your afternoon class? You may think it is because the subject is dull and uninteresting. Probably it is because you ate too heavy a lunch for your inactive program of the afternoon. If you have a physical education class in the afternoon, you will use up much of the energy which you took in at noon. Sitting requires little energy in comparison to gym activity.

If you are going to have some exercise such as skating or swimming after school, you will need more food. You could save part of your lunch—a sandwich, an apple, or a graham cracker—to eat





CAMPBELL SOUP CO.

*Cream of tomato soup, toasted cheese and bacon sandwich, and assorted relishes make an appetizing lunch. It is nourishing and will balance a heavy meal at night.*

after school. If you go home before going skating or swimming, a glass of milk with a cracker or a slice of bread and butter will be nourishing but will not spoil your appetite for dinner later.

**Supplement your lunch from home.** Some foods cannot be carried conveniently in a lunchbox or pail. Hot foods do not keep hot, and cold ones do not keep cold unless there are insulated containers for them. Usually you can buy foods to eat with a packed lunch at the school lunch counter.

A bowl of hot soup or a cup of hot cocoa is a good addition to a cold lunch brought from home, especially if the weather is chilly. Ice cream is the most popular dessert to supplement the packed lunch. Fruit is a good addition and usually is sold in the lunchroom.

Salads often lose their freshness when stored for a time in a warm place. They are not as appetizing when the lettuce wilts and



the dressing thins. A very welcome addition to the lunch from home is a crisp, fresh salad of vegetables or fruit. Most cafeterias sell them.

Perhaps you will like a beverage to go with the packed lunch. In place of the hot cocoa you might prefer a cold drink. Milk, plain or chocolate, tomato juice, and lemonade and other fruit juices are all good.

### Putting your ideas to work

- 1 From your school cafeteria menu select lunches for a girl in each of these situations:
  - a Has main meal with meat at night.
  - b Is going skating after school.
  - c Has 3 recitation periods after lunch.
  - d Has only 25 cents to spend.
- 2 Plan a class game or test. Some girls may write on the chalkboard a series of incomplete luncheon menus. Other girls may add foods which will complete the lunch.
- 3 Appoint committees to observe pupils in the lunchroom on several days. Each day they should look for and report on different factors, such as appropriate menus selected, table manners, and condition of the room at the end of the lunch period.
- 4 Prepare talks on lunch selection, and give them to other classes. Prepare trays, using food models, to illustrate the talks.
- 5 Organize a clean lunchroom campaign, if needed.
- 6 Arrange a bulletin board to advertise the campaign. These suggestions may give you some ideas:

UNITED FRUIT CO.



*Banana-nut salad with a generous amount of lettuce may supplement the lunch from home. The crispness of the lettuce is lost when food is packed.*



Vary the lettering on the bulletin board. Of course, you will use script (handwriting) on some displays and printing on others. Use a variety of materials to make the letters. They may be cut from col-

ored paper, from wallpaper, or from lace-paper doilies. Sipper straws (colored ones) make interesting letters. Yarn or string may be used. Colored toothpicks are fun to use for letters.

### **What's in your lunch today?**

Carrying food from home often is more economical than buying it at school. The cost of preparation and service, as well as the food, is included in the price that you pay for a dish at the counter. Most school lunchrooms do not plan to make a profit on food, but neither do they expect to operate at a loss. If you prepare your own lunch, you have saved that much of the cost.

If you put up several lunches each day or if you carry your own regularly, food can be purchased in larger quantities and thus you can save money. This does not mean that you must have the same food in your lunch every day. It is important to have variety in the lunch so that you do not tire of it. Packing a lunch should prove a challenge to your ability to make it look attractive and appetizing and to meet the needs of the person for whom it is intended.

**The lunchbox needs care.** If you carry your lunch in a paper bag, you need not be much concerned about its care. If the bag is not soiled, fold it carefully and carry it home to be used again. Some boys and girls have metal lunchboxes or gayly colored plastic bags. These are firmer than paper bags and keep food in better condition. The boxes often have thermos bottles for carrying hot or cold beverages. Plastic or glass jars are good for salads, canned fruit, puddings, and other foods which you could not carry well in a paper bag.

Wax paper, aluminum foil, and plastic bags may be used to wrap sandwiches and cake to keep them from getting dry. Relishes, fruits, potato chips, and other foods are kept fresh and crisp this way.

The metal or plastic box and the thermos bottle need special care after each using. The box and food containers should be thoroughly washed and dried. Allow them to stand open to the air. Leave the cork out of the thermos bottle when not in use.



**Sandwiches are standard lunch food.** Sandwiches are one of our favorite foods. They usually are the main course of a packed lunch. Sandwiches you make for your school lunch should be more substantial than the dainty ones you make for tea. The filling may be the same, but the bread will be thicker and the filling spread more generously. The filling often is meat or meat substitute because it carries well. It does not soak into the bread as softer fillings do. Because sandwiches can be easily handled, one does not need a fork or a spoon.

There is no reason for a lunch to be the same every day. Dozens of sandwich fillings and many kinds of breads make it possible to have a great variety. Any kind of bread can be used—white, whole wheat, rye, nut, date, gingerbread, or even cornbread. Biscuits, rolls, buns, and muffins may be used. White or graham crackers may be substituted for bread for a change. The fillings may be used in combinations, but they usually are one of the four types—substantial, sweet, salad, or vegetable. Cream the butter or soften it so that it will spread easily. Prepare the filling before you start to make the sandwiches.

Sandwich fillings are too numerous to list completely, but a variety of suggestions is given here. Your own taste and your ability to prepare them will help you to select those which you wish to use.

#### **SANDWICHES**

*Meat:* Slices of cooked beef, pork, veal, ham, lamb, tongue, chicken, or turkey, sprinkled with salt and spread with salad dressing. Several thin slices are better than one thick slice.

Chopped cooked meats, fish, or poultry combined with salad dressing.

Slices of crisp bacon. Chili sauce or catsup is good on this.

Chopped chicken or ham mixed with salad dressing and diced celery.

Slices of any of the prepared luncheon meats on the market.

*Fish:* Tuna, salmon, sardines, or other flaked fish may be used.

Flakes of fish spread with salad dressing.

Fish combined with chopped pickle, diced celery, and lettuce.

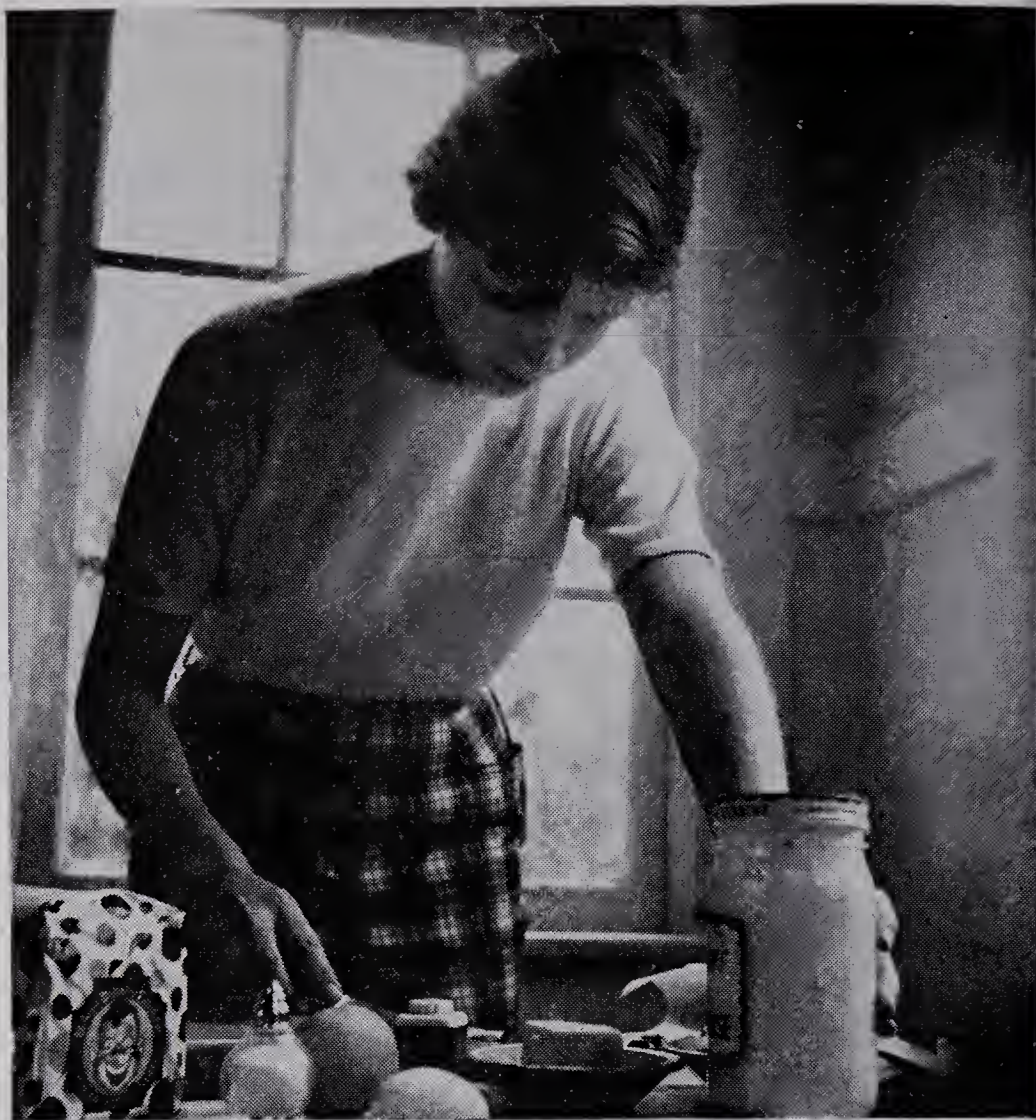
*Cheese:* Any kind, sliced and spread with salad dressing or mustard.

Cream, plain, or combined with nuts, chives, olives, sweet pickles,



*Assemble all the supplies needed before you start to make the sandwiches. If you fix several lunches, set up an assembly line to speed up the preparation.*

PARENTS' MAGAZINE



celery, dates, parsley, or crushed pineapple. Any of these foods should be finely chopped before combining with the cheese. Cottage, plain, or combined with chopped onions or chives, jam or jelly, or tomato slices.

*Egg:* Hard-cooked, sliced or chopped, with salad dressing.

Hard-cooked, chopped and combined with sweet pickle, olives, celery, or minced ham.

Scrambled.

Hard-cooked, with the yolks combined with seasonings and replaced in the whites. These usually are served with plain bread-and-butter sandwiches, rather than made into a sandwich.

*Peanut butter:* Plain.

Combination with honey, jam, crisp bacon, minced ham, pickle, chili sauce, dates, bananas, prunes, celery, or hard-cooked egg.

*Sweet fillings:* Usually have fruits as a base. May be used alone or in combination with cheese and nuts. Here are a few suggestions: chopped dates, figs, raisins, prunes, mashed bananas, jam, jelly, marmalade, crushed pineapple, avocado.



*Salad fillings:* Have a salad dressing as a base. A wide variety of foods may be used in combination with it. Meat, fish, and poultry make the best sandwich fillings, but vegetables are good also.

*Vegetable fillings:* Most frequently made of raw vegetables, but some cooked ones are good. These are some combinations you may like: Plain lettuce with salad dressing. Whole pecans are good with this.

Watercress could be used in place of lettuce.

Chopped celery with nuts and salad dressing.

Sliced tomato, cucumber, onion, or radishes with salad dressing.

Cranberry sauce.

Raw carrots, grated and mixed with raisins and nuts.

Raw, grated carrots mixed with peanut butter.

Mashed baked beans, seasoned with onion, pickle, chili sauce, or relish.

With the filling made and the butter softened, you are ready to make the sandwiches. Arrange the slices of bread so that they will fit together. You will save time if you lay out the bread for all the sandwiches you are to make. Spread the butter evenly on the bread to the very edge of the slice. Spread the prepared fillings. Put the two slices together, and cut into sizes convenient to handle. It is better not to remove the crusts except for special occasions. If they are to be trimmed, cut the crusts off after the sandwich is closed.

Wrap each sandwich in oiled paper or foil, or place in a plastic sandwich bag to keep fresh. To wrap securely, set the sandwich in the center of the piece of paper or foil and bring two opposite sides together directly over the center. Fold the edges over and over until the seam rests on the sandwich. Fold the ends and tuck under the sandwich.

**Vegetables and fruits may be included.** Sandwiches are the mainstay of a packed lunch, but sandwiches alone would seldom satisfy you. The dry bread needs something crisp and fresh for contrast. Carrot strips, celery, radishes, green onions, or any vegetables which can be eaten raw are good accompaniments. Tomatoes, whole or in slices or wedges, are juicy additions. Pickles, pickle relishes, or olives may be put into the sandwiches or wrapped separately.





ARMOUR AND CO.

*The metal box and the plastic jar are excellent containers for carrying a lunch. The thermos bottle keeps milk cold and fits compactly into the box. Wax paper is wrapped securely around the sandwiches and cookies to keep them fresh.*

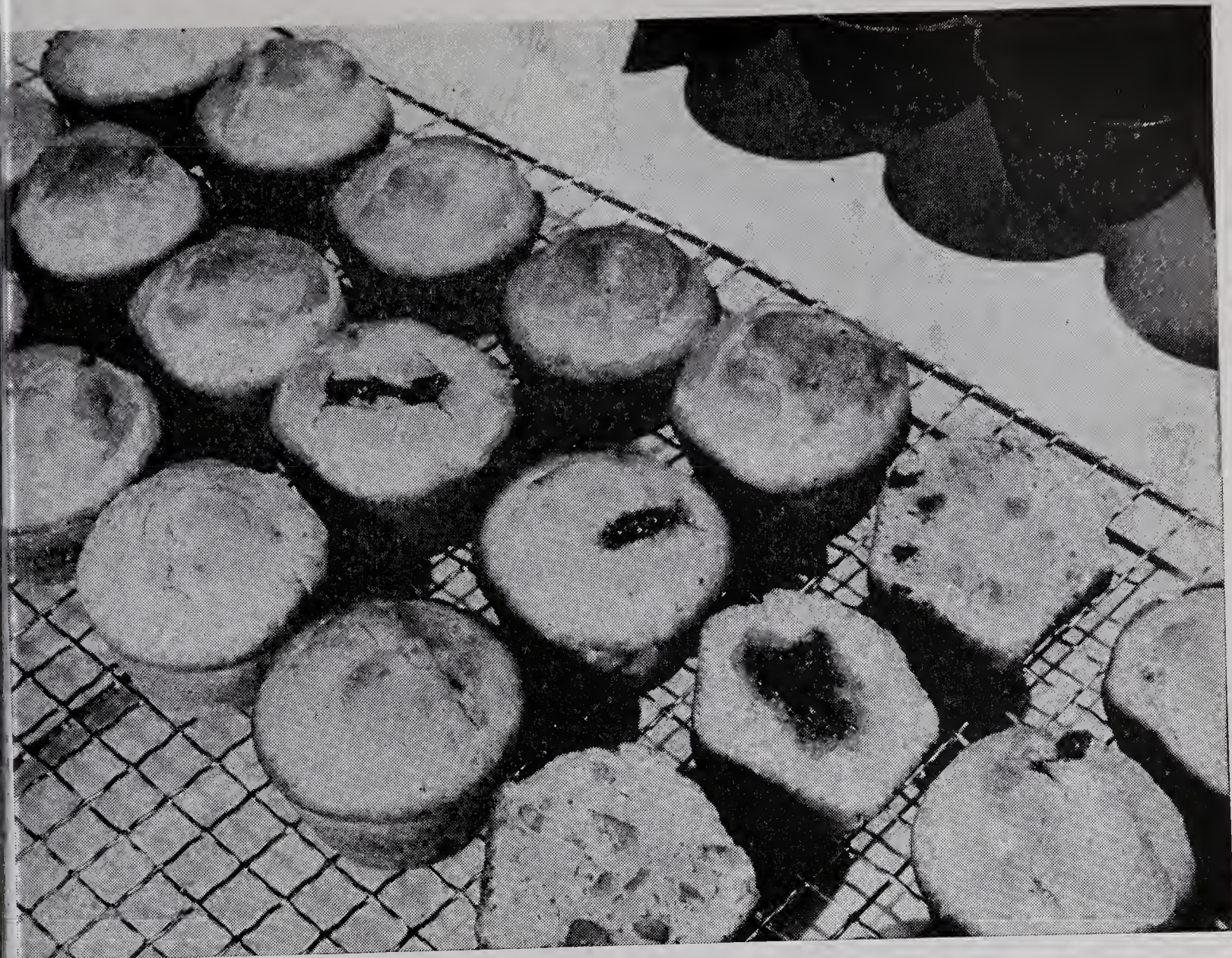
Fresh fruits such as apples, plums, apricots, cherries, and oranges make good desserts. These fruits should be washed thoroughly. Depending upon the lunch container, they may be wrapped in oiled paper or foil or just put in loose. Orange skin may be cut and loosened but left around the orange to keep it moist, or oranges may be peeled and wrapped as other fruits.

If the lunch container is one in which jars may be carried, many other fruits and vegetables may be included. Applesauce and canned fruits give a change and are good when fresh fruits are not available.

A vegetable or fruit salad is good if the lunch can be kept in a cool place. Salads made of greens wilt if kept in a locker or cupboard. Potato salad packs and keeps well. Ground carrots and raisins make a delicious salad which will not become soggy or wilted.

**Sweets should be provided.** Most persons, especially if they are





GENERAL FOODS CORP.

*Cupcakes carry well in lunches. Several kinds may be made from the same batter. To a portion of the mixture, add nuts; to another, raisins; to another, coconut. A spoonful of jelly or jam may be put into some of the cups of batter.*

young, like sweets and consider them welcome additions to the lunchbox. Sweets supply quick energy because they are digested rapidly. If too large a portion of the lunch is sweet, one soon gets hungry again.

If the sandwiches have a sweet filling or are made of one of the sweet breads, no other sugar is needed. If cookies, cake, or other dessert is to be included, the sandwich filling should not be a sweet one.

Cookies carry well, are easily handled, and make a fine addition to the packed lunch. Cake is not carried or handled easily, especially if the frosting is soft. Pie may be the dessert if a suitable container is used to keep it from breaking. Plastic containers the shape of a section of pie are good for this purpose.

Dried fruits make delicious sweets. Dates are good as they



are or stuffed with nuts, cheese, or peanut butter. Try dried figs, raisins, apricots, or prunes in your lunch sometime. Fruit juices are sources of sugar and other valuable food materials.

Some foods are suited for lunchbox packing. These recipes are for foods which you might like to prepare for your lunchbox. They are easily made and easily packed.

#### DEVEILED EGGS

6 hard-cooked eggs	$\frac{1}{8}$ t. paprika
1 t. dry mustard	$\frac{1}{2}$ t. vinegar
$\frac{1}{4}$ t. salt	1 T. salad dressing
f. g. pepper	1 T. minced parsley

Remove the shells from the hard-cooked eggs. Cut the eggs in half lengthwise. Remove the yolks and mash them with a fork. Add the rest of the ingredients and mix well. Refill the whites. Serve the eggs cold.

#### APPLESAUCE

10 tart cooking apples  $\frac{1}{4}$ - $\frac{1}{2}$  c. sugar

Wash, pare, and slice the apples. Put them in a saucepan and add cold water until the apples are half-covered. Bring to a boil, then cover and reduce the heat. Let simmer until tender. Stir in the sugar, and cook for a few minutes until the sugar is dissolved. If desired, the apples may be mashed with a spoon or put through a sieve before the sugar is added. Serve warm or chilled. Ground cinnamon, nutmeg, or lemon juice may be added after cooking to give variety in flavor.

#### STUFFED DATES

Split the dates lengthwise and remove the pits. Insert nut meats or small pieces of cream candy in the dates. Roll them in sugar. Dried prunes may be used in the same way. Cream cheese makes a good filling for either dates or prunes, but these are not rolled in sugar.

**Manners are important.** The school lunch hour is a time to relax as well as to eat. It is not the time to relax one's manners, however. Wherever people eat together, manners are important.

When there is a cafeteria in the school, it may be necessary



to stand in line to get your lunch. Take your place as the line forms, and do not try to crowd ahead. Wait your turn, and be courteous to those who are serving you. If you are too slow in making your selection of food, you may be delaying many people behind you. Do not pick over food. Take the portion near you; do not reach across other servings. As you carry your tray of food to your table, watch where you are going so as not to collide with anyone. If you should accidentally spill food, do your part to clear away the damage.

Be sure that you have a napkin to use when eating foods such as sandwiches and fruits which you hold in your hands. Wipe your fingers on the napkin. Loud and boisterous talking and laughing are discourteous and make you conspicuous. Other people judge your home by the way they see you eat away from home.

When you have finished your lunch, clear your place at the table. Carry soiled dishes and trays to designated places. Put papers and crumbs into the container provided. Be sure that you leave your place as clean for the next person as you would like to have it for yourself.

### Putting your ideas to work

- 1 Assemble an exhibit of lunch containers. Discuss their respective qualities.
- 2 Have a demonstration of the scalding, airing, and sunning of metal lunchboxes and thermos bottles.
- 3 Practice making, cutting, and wrapping sandwiches.
- 4 Have a demonstration of the preparation of fresh fruits, such as apples, grapes, oranges, or peaches, for the lunchbox.
- 5 Have a class picnic. Plan and prepare the lunches in class.
- 6 Write a brief report on the picnic telling what you learned.
- 7 Compare the cost of a lunch prepared at home and the same one prepared in your school cafeteria.



*Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 19, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |               |   |
|---------------|---|
| 1 activity    | A Course served at the end of a meal.         |
| 2 cafeteria   | B To add to something already planned.        |
| 3 carrots     | C Strength; vigor; power.                     |
| 4 celery      | D Preventing transfer of heat or electricity. |
| 5 container   | E Nutlike seed of a plant.                    |
| 6 dessert     | F Flour made from whole wheat kernels.        |
| 7 economical  | G A juicy fruit.                              |
| 8 energy      | H To promote an idea.                         |
| 9 graham      | I To buy for a price.                         |
| 10 insulate   | J Self-service restaurant.                    |
| 11 lettuce    | K Dried grapes.                               |
| 12 orange     | L Mixed foods served with a dressing.         |
| 13 parsley    | M Orange-colored, spindle-shaped root.        |
| 14 peanut     | N A vacuum bottle.                            |
| 15 purchase   | O Blanched leaf stalks.                       |
| 16 raisins    | P Box, carton, or crate.                      |
| 17 salad      | Q Vigorous or energetic action.               |
| 18 supplement | R Appropriate; proper.                        |
| 19 thermos    | S Thrifty; without waste.                     |
|               | T Leafy plant used for food.                  |
|               | U Garden herb used for garnish.               |

**A FURTHER TEST:** *After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Can you help with family meals?

Most girls of all ages like to cook. The little girl making mud pies is pretending to cook. As she gets older she wants to do whatever her mother is doing in the kitchen. She uses the egg beater, stirs the pudding, or cuts out cookies. The scraps of dough may be tough from too much handling and the cookies may turn out misshapen, but how proud she is because she made them. The girl is fortunate who as she grows up has the opportunity to learn more and more about cooking.

Cooking is an art, and a real cook is an artist of the finest kind. Anyone can open a tin can and heat its contents, but that is not real cooking. It takes time and practice to be a good cook. Because of years of experience, your mother or teacher may do things easily and quickly. You will learn a step at a time. The best experience comes in your own home, as chief assistant, because the situation is a natural one. You are in your own kitchen, you have your own family to cook for, and you have a private tutor, your mother. Receiving praise and suggestions from your own family helps too.

Some girls are not fortunate enough to have a home situation in which to learn. The school gives an opportunity to learn to girls in both situations—those who can learn at home and those who cannot. The best home economics classes organize the lessons on a family basis, and the training in school can be a good substitute for home training.

A girl who has learned some of the first steps in cooking can be of great assistance to the chief cook. Although the mother is responsible for the whole meal, she can use a helper to prepare one dish or to assist with another one. Mother probably plans the meal,



buys the groceries, and cooks the meal, but there always are last-minute duties which the junior cook can assume. Setting the table, putting the salad on individual plates, filling the water glasses, and checking the table for final details are tasks that can be learned and assumed early.

If a girl has helped in the preparation of meals, in an emergency she can take over the whole responsibility of a meal. Even a girl with little experience can prepare a palatable meal from the canned, frozen, and ready-mixed package foods on the market.

### **Do you go to the store?**

Many families do the major grocery shopping once or twice a week, but sometimes other trips to the store are necessary. You may have the opportunity to make these in-between trips. Your mother probably will tell you what to get, so you should know some general rules about grocery shopping.

**A grocery list is necessary.** It is helpful to make a list of the items to be purchased. Be sure that you know the amount of each food you are to buy. If the food is in a package, you should know the brand your mother uses. Know the size as well as the brand of canned foods. It is important to have other definite information such as the grind of coffee or the kind of potatoes or apples.

**Fresh foods require careful selection.** Leafy vegetables such as spinach, lettuce, or watercress should be fresh and crisp. Heads of cabbage or lettuce should be solid. Fresh radishes, carrots, potatoes, and similar vegetables are firm. They become soft and flabby as they lose moisture.

Fresh fruits are selected by similar tests. Firmness does not mean hardness. If such fruits as peaches or bananas are hard, they may not be ripe. Grapefruit and oranges should be heavy with a thin skin which usually indicates a juicy fruit.

Do not pinch fruits and vegetables when testing for firmness. Pinching causes quick softening and spoilage which means a loss to the merchant and increases the cost to the consumer.

**Packaged foods are sanitary.** Many foods are packaged for sanitary protection and for convenience in handling. In self-service stores these are especially important factors.

Brands and trade names indicate certain standards of quality. The label on the package or can gives information about the con-



tents and should be read carefully. High price is not always an indication of better quality.

Many different kinds of foods are sold in frozen form. This process makes fresh foods available at any season of the year and at a reasonable cost.

### Putting your ideas to work

1. Plan a Sunday night supper for your family. Make the list of the groceries that you will need to buy for the supper.
2. Have committees visit nearby stores to make price lists of vegetables,

fruits, breads, meats, eggs, milk, butter, and other foods on the grocery lists.

- Post these lists on the bulletin board so that girls may figure the cost of their suppers.
3. Have a committee compare the costs of several common foods in fresh, canned, and frozen forms.

### Is it salad time?

A salad is often the main dish for luncheon or for supper. For dinner, a fruit or vegetable salad may be an attractive accompaniment to the main dish. The more substantial salads have meat, chicken, fish, or egg as their chief ingredient. At least one salad should be served every day because a salad contains so many of the food materials which the body needs.

Sight is as important as taste in the enjoyment of a salad. The colorful vegetables or fruits and the crisp, cool greens are eye-appealing. Salads can be combined in such a wide variety of colors and flavors that they may be the most attractive part of the meal.

**The salad greens should be crisp.** Salad greens may be used to garnish the salad, or they may be its main ingredient. They should be selected with care and used with imagination. Salad greens need not be limited to lettuce, although it is used most commonly. Other greens which give variety are watercress, endive, escarole, spinach, parsley, celery tops, and several kinds of cabbage. The appeal of a salad depends upon its crispness more than upon any other quality. To be crisp, it must be fresh and cold.

Greens will stay fresh for several days if they are washed thoroughly, wrapped in wax paper or a damp cloth or put in a plastic bag, and then placed in a cold place not too near the ice. In the mechanical refrigerator, place the greens in a closely covered container. To crisp vegetables quickly, place them in a bowl of ice water.





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*This salad presents an invitation few people could resist. The combination of tomatoes, lettuce, cucumbers, and wedges of hard-cooked egg gives a variety of color, flavor, and texture.*

To separate the leaves of a head of lettuce without breaking them, cut out the core of the head with a pointed knife. Allow cold water to run between the leaves to push them apart; then gently separate them with the fingers. Shake water from the leaves or dry them carefully on a clean towel. These leaves make good lettuce cups for holding salads.

To preserve the freshness in a combined salad, add the dressing just before serving. Greens wilt quickly under oil. An exception would be salads such as meat, fish, chicken, or potato that are to be marinated in (mixed with) French dressing.

**Salads may give variety.** Probably no other food can be served in as many ways as can salads. For the main dish or whole meal, the salad must be substantial. It is most often made of meat, fish,



chicken, vegetables, or fruits. The servings are large enough to satisfy hunger.

As an accompaniment to the main course, the portions are smaller and usually are of raw or cooked vegetables or fruits. As an appetizer, the salad is a small portion of some raw vegetable or fruit with a tangy dressing. Vegetable juices well seasoned and served as a cocktail may be considered an appetizer salad. As a garnish, a salad decorates the serving platter or dinner plate. The portion is very small. The dressing should be a tart one. As a dessert, the salad is sweet and usually is molded or frozen. Whipped cream is the dressing used.

Salads are seldom made of one food alone. Lettuce is an exception. Salads are combinations of foods, and the variety is limited only by the materials on hand and the imagination of the person making the salad. Left-over portions of meat, fish, or vegetables may be combined to make delicious and nourishing salads. Various dressings may be used with all salads.

#### **SALADS**

*Vegetable:* Lettuce, shredded or hearts.

Mixed vegetable—lettuce, celery, onion, tomatoes, radishes, green peppers, watercress.

Asparagus, cooked as whole stalks and served with a ring of pimento or green pepper.

Cabbage, shredded, alone or combined with crushed pineapple.

Cucumber and onion slices.

Carrots, raw, grated, and combined with raisins or crushed pineapple.

Tomato, sliced alone or served with sliced cucumbers, avocado, or cottage cheese.

Potato, cooked, and combined with celery, onion, pickle, hard-cooked egg.

*Fruit:* Apple, combined with celery and nuts.

Banana, garnished with nut meats.

Cantaloupe, cut in slices or small sections.

Grapefruit or orange, peeled, sliced, or separated into sections. Be sure to remove all the white skin.

Peach or pear halves, centers filled with cream or cottage cheese.

*(more salads on next page)*



Pineapple, alone or with other fruits.

Prunes, cooked, pitted, and the centers filled with cream or cottage cheese or nuts.

*Hearty salads:* Chicken, turkey, ham, tuna, or salmon broken into small pieces, mixed with celery, hard-cooked egg, and pickle.

Egg, hard-cooked and sliced or deviled.

*Molded salads:* Packaged gelatin is an easy base for molded salads. To it may be added any fruit, vegetable, or combination of them, cottage or cream cheese, or chicken or fish. When the gelatin mixture has set partially, it may be whipped until light and fluffy.

**Salad materials need careful handling.** An important point to remember in making salads is that the ingredients should be in pieces large enough to keep their identity but small enough to eat easily. Cut the food in uniform slices or sections. Use a board on which to cut the food; one is less likely to cut the fingers. Leafy vegetables may be cut with scissors.

Vegetables should be dried thoroughly and fruits drained well before adding them to the salad. Too much moisture thins the salad dressing. Salads should be tossed lightly, using a fork. Avoid stirring, as this breaks the particles of food and the salad becomes mushy. Combine with the salad dressing at the last moment.

Arrange salads attractively on a plate or in a bowl. Heap the salad rather than spread it. The plate or bowl should be large enough that the salad greens do not extend over the edge.

#### **TOSSED GREEN SALAD**

Wash the salad greens, and let them stand one hour in ice water. Lettuce, endive, watercress, chicory, Chinese cabbage, dandelion, spinach, or other greens may be used in any combination to suit the taste. Cut the greens into strips. Sprinkle with minced onion. Add any or all of the following vegetables as desired: sliced cucumber, radishes, green pepper, chopped celery, tomato slices or wedges. Add French dressing, and toss lightly until well mixed.

#### **CINNAMON PEAR SALAD**

*canned pear halves      cottage cheese*  
*cinnamon candies      lettuce*  
*salad dressing*



Add cinnamon candies to canned pear juice, and cook until the candies are dissolved. Cool the sirup, and let the pear halves stand in it until they are red and flavored with the sirup.

For each serving, place cottage cheese on a crisp lettuce leaf on a salad plate. Cover with a cinnamon pear half, round side up, and serve with salad dressing.

**Salad dressing should be appropriate.** Salad dressings are named properly, for they do dress up the salad. There are three main types of salad dressings: thin or French dressing; cooked dressing; and mayonnaise, made with oil and egg. Many variations of these three dressings may be prepared by the addition of special seasonings, chili sauce, olives, cheese, cream, or fruit. Sometimes only lemon juice or vinegar is used as a dressing.

Many commercial salad dressings are used. They are very good, keep well, save time and energy in mixing, and are economical. These basic dressings may be made into dozens of different dressings, depending upon the originality of the salad-maker. The "same old

FLORIDA CITRUS COMMISSION



*The dressing may be added at the table. Mix the salad lightly with a fork and spoon. Serve individual portions.*





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*Salad dressing served in a separate dish permits each person to help himself to suit his taste. The pears may be colored.*

salad" will seem like a new one if you use a different dressing.

The dressing should suit the salad. When the meal is substantial, use a light dressing on a simple salad. Use a heavier dressing on a more filling salad when the rest of the meal is light.

#### **FRENCH DRESSING**

<i>2 T. vinegar</i>	<i>1/4 t. salt</i>
<i>2 T. lemon juice or vinegar</i>	<i>1 t. powdered sugar</i>
<i>1/2 c. salad oil</i>	<i>1/2 t. paprika</i>

Mix the ingredients in a bowl or a wide-mouthed bottle in the order given. Beat or shake them vigorously. Since the emulsion separates quickly, use the dressing at once; or, if the dressing is kept for future use, shake it well before each using. Variations may be made by adding any of the following items to the French dressing:



$\frac{1}{2}$  t. minced parsley  
2 T. grated cheese  
2 T. chopped celery  
2 T. chopped sweet pickle  
2 T. chopped olives

1 T. catsup  
2 T. minced hard-cooked egg  
4 T. crumbled Roquefort cheese  
 $\frac{1}{4}$  c. chopped cooked beets  
1 T. chopped onion

### Putting your ideas to work

- 1 Set up standards for a good salad.
- 2 Demonstrate the care and preparation of salad greens. Use several different kinds of greens.
- 3 Plan a bulletin board of pictures of attractive salads.

Arranging a bulletin board gives practice in design based on the same

principles that you use in trimming a dress, arranging furniture in a room, setting a table, or preparing a salad.

Shapes placed on a bulletin board should harmonize with its structural lines. If you are using several small irregular items, group them on one large rectangle of colored paper in such a way they will appear as one single object.

### What breads can I make?

Bread is called the staff of life because it is so important as a food. It is so important, in fact, that in literature bread and food are used to mean almost the same thing.

Breads and rolls with yeast as a leavening agent take a longer time to make than the "quick breads." Quick breads are made light by baking powder or soda which release carbon dioxide more quickly than yeast does. Biscuits and muffins are the two best-known quick breads. It would be well for you to learn to make good biscuits, because biscuit dough is the basis for so many other kinds of dishes. Muffin batter also can be varied in many ways.

**A variety of materials may be used.** The essential ingredients of any bread are flour, liquid, salt, and a leavening agent. The last is a substance that makes the bread light. There may be variations in the kind of flour, the kind of liquid, or the kind of leavening agent.

Wheat flour is the kind most commonly used because it contains a substance known as gluten, which gives the spongy texture to bread. The most popular flour is white flour from which the brown outer layer of the wheat kernel has been removed. Flour made from the total wheat kernel contains more food value. Manufacturers make "enriched flour" by adding to white flour some



of the substances removed with the outer layers. These outer layers are called bran. When bran is used in muffins or bread, some white flour must be used to supply gluten to hold it together.

Yellow or white cornmeal is an ingredient in muffins, griddle cakes, and similar breads. Molasses, fruit juices, and honey often make up part or all of the liquid.

The leavening agents for quick breads are baking powder, baking soda with acid, steam, or air which is beaten into the batter or added by means of beaten egg.

Other ingredients, such as raisins, currants, dates, blueberries, or cranberries are used in making different kinds of muffins. Standard biscuit dough is varied by adding cheese, spices, orange juice and rind, or other foods.

**Biscuit dough has many uses.** Once you have learned to make good biscuits, you have the foundation for many main dishes, breads for every meal, and delicious desserts.

#### **BISCUITS**

2 c. flour                      1/2 t. salt  
4 t. baking powder      4 T. fat  
1/2-2/3 c. milk

Sift the dry ingredients, and work in the fat with the tips of the fingers until the mixture has a fine, even crumb. Add the milk gradually, mixing with a knife or spoon. Add enough milk so that the mixture will stick together. The dough should be as soft as can be handled without sticking. Turn out onto a lightly floured board, and roll or pat with the fingertips to 3/4 inch in thickness. Cut into rounds, and place them on an oiled pan, touching each other. If you prefer each biscuit to have a crust all around, separate them on the pan. Bake in a hot oven (425°-450° F.) for 12 to 15 minutes. This serves six persons.

Prepared biscuit mixes may be used in place of biscuit dough. The directions should be followed carefully.

#### **CHEESE BISCUITS**

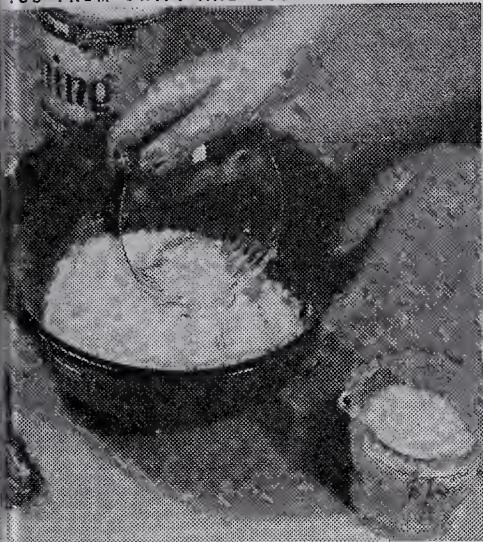
biscuit dough      1/2 c. grated cheese

Make the biscuit dough, adding the cheese before adding the milk. Complete as for biscuits.

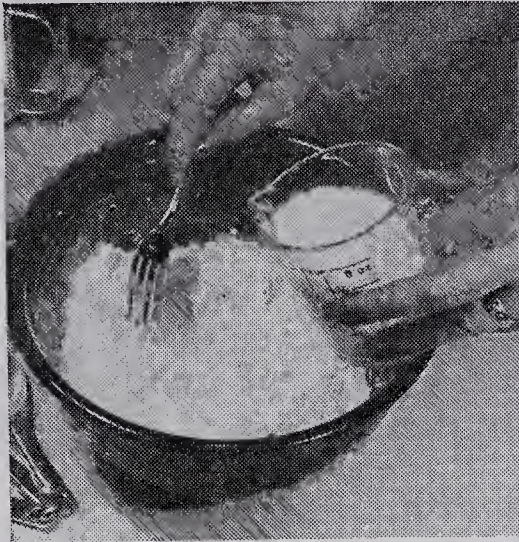


## THESE ARE THE STEPS IN MAKING BISCUITS

RECIPE FROM SWIFT AND CO.



1 Blend in the fat with fork or blender.



2 Stir the milk into the fat and flour gradually.



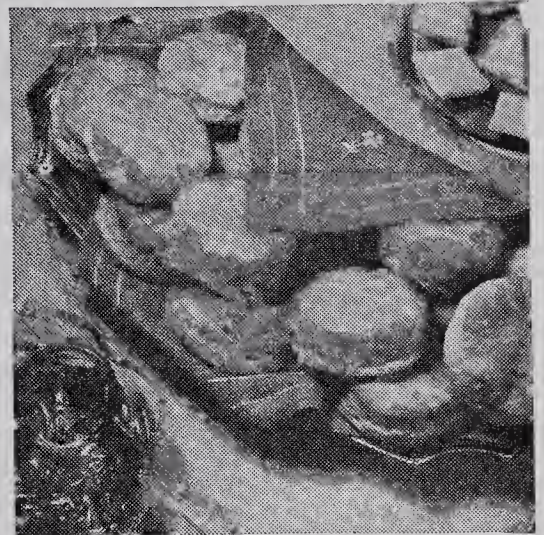
3 Knead the dough lightly to break large air bubbles.



4 Roll dough on a lightly oiled board. Handle it as little as possible.



5 Cut and place the dough on an oiled pan to bake.



6 Serve the biscuits hot with butter and jelly or honey.

### ORANGE BISCUITS

biscuit dough  $\frac{1}{2}$  T. grated orange rind  
loaf sugar

Mix the dough, adding the grated rind to the milk. Complete as for biscuits. Before baking, place on top of each biscuit a piece of loaf sugar which has been dipped in orange juice. Bake as usual.





SWIFT AND CO.

*Time is saved by dropping the dough by spoonfuls instead of rolling and cutting biscuits. The biscuits are irregular in shape, but the browned peaks add to their appeal.*

#### **EMERGENCY BISCUITS**

Follow the recipe for biscuits, but use 1 cup of milk. Instead of rolling out and cutting the dough, drop it by tablespoons on the oiled pan, allowing the biscuits room to spread. Bake as usual.

#### **MEAT SHORTCAKE**

*biscuit dough*    2 c. diced cooked meat  
2 T. butter        2 c. medium cream sauce

Divide the biscuit dough into two parts. Roll them out on a lightly floured board to  $\frac{1}{4}$ -inch thickness. Place one layer on an oiled pan. Spread with butter and put on the second layer. Bake in a hot oven ( $425^{\circ}$ - $450^{\circ}$  F.) for 25 minutes. Heat the meat in the cream sauce. Spread between the layers of biscuit and on top to make a shortcake. Ham, tuna, salmon, or other fish may be used in the same way. Peas are a good addition to fish mixtures.

#### **MEAT PINWHEELS OR TURNOVERS**

Roll biscuit dough into a rectangular shape about  $\frac{1}{2}$  inch thick. For pinwheels, spread with butter and meat in a cream sauce. Roll the dough as for a jelly roll. Cut in 1-inch slices, place flat side down on an oiled pan, and bake as for biscuits.

For turnovers, roll the biscuit dough into a rectangular shape and



cut it into six-inch squares. Spread creamed meat on each square of dough, and fold over to form a triangle. Bake as usual. Serve with remaining meat and sauce on top.

#### PEACH COBBLER

<i>biscuit dough</i>	$\frac{1}{4}$ t. salt
$2\frac{1}{2}$ c. canned sliced peaches	$\frac{1}{4}$ t. cinnamon
2 T. tapioca (fine)	dash nutmeg
$\frac{1}{4}$ c. sugar	1 T. butter

Place the peaches in a shallow baking dish. Add the tapioca and let stand 10 minutes. Add the sugar, salt, and spices. Mix well. Dot with butter. Place on top the biscuit dough which has been rolled to  $\frac{1}{4}$ -inch thickness. Prick holes in the dough to allow the steam to escape. Bake in a hot oven ( $425^{\circ}$  F.) about 30 minutes or until well browned. Serve with milk or cream.

Other fruits such as apricots, apples, blackberries, blueberries, or raspberries may be used instead of peaches.

Muffins are easy to make. A standard recipe may be changed in many ways to make new and different muffins. Package muffin mixes may be used if desired. Follow directions on the package carefully.

#### MUFFINS

1 c. milk	3 t. baking powder
1 egg, beaten	3 T. sugar
1 T. melted fat	$\frac{1}{2}$ t. salt
2 c. flour	

Mix the milk, egg, and melted fat. Sift the dry ingredients together, and combine with the liquid lightly. *Do not beat.* Fill oiled muffin pans two-thirds full. Bake in a hot oven ( $425^{\circ}$  F.) for 20 to 25 minutes. This makes 12 muffins. Whole-wheat flour may be used in place of white flour.

#### BLUEBERRY MUFFINS

$\frac{2}{3}$ c. milk	5 t. baking powder
2 eggs, beaten	5 T. sugar
$\frac{1}{4}$ c. melted fat	1 t. salt
2 c. flour	$\frac{1}{2}$ c. blueberries





1 Sift flour, baking powder, sugar, and salt together once.



2 Combine all liquids—beaten egg, milk, and melted fat.



3 Stir only until all flour is dampened. Avoid overmixing.



4 Fill oiled pans two-thirds full.

GENERAL FOODS CORP.

*Muffins are good at any meal. They are hot, light, and delicious. Combine the ingredients according to these steps.*

Combine the ingredients as for muffins. Sprinkle the blueberries with part of the flour, and stir them lightly into the batter. Bake in oiled muffin pans in a hot oven (425° F.) for 20 to 25 minutes. This makes 12 muffins.

Other fruits such as raisins, currants, prunes, or dates may be substituted for the blueberries.



## Putting your ideas to work

- 1 Make a list of the characteristics of good baking powder biscuits. Of good muffins.
- 2 Prepare a score card for judging biscuits. For judging muffins.
- 3 Have a class contest in making muffins and biscuits, with all pupils competing. Award blue, white, and red ribbons.

## How should eggs be cooked?

In most families breakfast on week days is a hurried meal. Each member is getting ready for his day's activities. Because of the limited time, breakfast-making usually falls to the experienced cook. The junior cook, however, can take over the Sunday morning breakfast for the family. This can be a special treat for Mother. It can be something special for the girl, too, to receive the compliments of the family.

CAMPBELL SOUP CO.



*Hard-cooked eggs in a cream sauce are garnished with some of the yolk pressed through a sieve. With a tossed salad, this makes a well-balanced meal.*



Eggs are most commonly served as part of the breakfast menu, although they may be served at any meal. They are easy to prepare and are a very valuable food. There is such a wide variety of ways in which eggs may be prepared that the breakfast menu never need become monotonous.

**Eggs are a valuable food.** Alone or in combination with ham or bacon, in croquettes, omelets, or soufflés, eggs may appear as the main dish of the meal. Eggs added to quick breads, cakes and cookies, desserts, salad dressing, beverages, and sauces make these foods look and taste better and contribute much to their nutritive value.

In whatever ways eggs appear in the diet, they are an excellent source of materials which build the body and keep it healthy. In the Handy Eating Plan (see page 22), eggs are included with meat and fish, and they often are served as substitutes for them. Nutrition experts say that everyone should have an egg every day or at least four or five a week.

**Eggs should be cooked at a low temperature.** Eggs never should be boiled, because the high temperature toughens the white of the egg and makes it hard to digest. The terms hard-cooked and soft-cooked should be used instead of hard-boiled and soft-boiled. To cook eggs so that they will be tender, start them in cold water to cover. Heat the water gradually until it simmers, but do not allow it to boil.

For soft-cooked eggs, when the water is simmering, remove the pan from the fire, cover, and let stand for a few minutes. The length of time will depend on the number of eggs, the size of the pan, and the amount of water. Three minutes is enough for one egg, and a slightly longer time if more eggs are cooked at one time. For hard-cooked eggs, continue the cooking at the simmering temperature for 25-30 minutes. Be sure that the water does not boil.

#### **POACHED EGGS**

Half-fill a skillet with water. Add  $\frac{1}{2}$  t. salt. Bring the water just to the boiling point. Break the eggs carefully onto a saucer, and slide them gently into the water, one at a time. Do not let the water boil after the eggs are in it. Cook until the egg whites are firm and



there is a film over the yolks. Milk may be used in place of water in which to cook the eggs. Serve on slices of buttered toast.

### FRIED EGGS

Heat a heavy skillet and melt in it enough butter, margarine, or bacon fat to generously cover the bottom. Drop the eggs in carefully. Cook slowly until the whites are set. If preferred, the eggs may be turned over to cook on the other side. Remember to keep the temperature low so that the egg whites do not get tough and crisp around the edges.

### SCRAMBLED EGGS

6 eggs            *f. g. pepper*  
 $\frac{1}{2}$  c. milk      2 T. butter or fat  
 $\frac{1}{2}$  t. salt

*Method 1.* Beat the eggs slightly, and add the milk, salt, and pepper. Melt the fat in a heavy skillet. Pour in the egg mixture, and cook slowly, stirring until creamy.

*Method 2.* Omit the milk, and combine the eggs and seasonings. Melt the fat in a heavy skillet. Add the eggs unbeaten, and cook slowly, stirring occasionally, until as firm as desired.

### BAKED EGGS

6 slices bread (*thick*)    *f. g. pepper*  
6 eggs                      2 T. butter  
 $\frac{1}{2}$  t. salt                       $\frac{1}{2}$  c. milk

Cut a piece from the center of each bread slice to make a cup. Toast the bread lightly, and place it in an oiled baking dish. Break the eggs, and drop one into each bread cup. Sprinkle with salt and pepper and dot with butter. Pour the milk over them. Bake in a moderate oven (350° F.) for 15 to 20 minutes or until the egg whites have set. The eggs may be baked in oiled muffin pans instead of the bread cups, in which case the milk is omitted.

### Putting your ideas to work

1 Cook an egg in water at a low temperature and one in water at the

boiling temperature. Compare them for tenderness.

2 Report on several different methods of storing eggs in order to keep them fresh.





FAMILY CIRCLE

*All vegetables, especially those eaten raw, should be washed thoroughly before using. They may carry germs from the irrigation water and from the handling by many persons during preparation for market.*

### **How can you prepare vegetables?**

The use of vegetables has increased many times during the last twenty years. There are several reasons for this increase. Because of new methods of transportation, refrigeration, and freezing, vegetables may be procured the year round. Vegetables may be prepared in many tempting ways and are more economical than meat or fish. Nutrition experts are emphasizing the food values in vegetables and their importance in the daily diet. They give variety and interest to a meal. For your general good looks and well-being, raw and cooked vegetables must be included in your diet every day.

**Prepare vegetables carefully.** The preparation of vegetables for the family meals often is the responsibility of the junior cook. The minutes which she takes to get the vegetables ready to cook may be very important ones for the mother to use in some other way.

Valuable food substances are in vegetable skins and directly under them; therefore, as often as possible, vegetables should be cooked without peeling. If vegetables are cooked with the skins on, the skins may be removed later in thin layers and without loss of valuable minerals and vitamins. If the skins are removed before cooking, they should be cut very thin. This takes a sharp knife and careful paring.



Water used for irrigation may be impure, and as a result vegetables may become contaminated. Sand, insects, and germs from the garden cling to the vegetables. Cooking may destroy some of the germs, but it does not remove sand; hence, all vegetables should be washed thoroughly. This is true especially for vegetables which are eaten raw, such as celery, lettuce, and radishes. Skins of sweet and white potatoes which are to be baked should be scrubbed with a brush so that they may be eaten. The skin contains valuable minerals and roughage.

If the skin is to be removed, it should be done just before cooking. Soaking vegetables in water for a long time removes some of the minerals.

**Cook vegetables as quickly as possible.** The fresh crispness of vegetables is part of their appeal. Long cooking destroys this, leaving them soft and wilted. Even more important, long cooking causes them to lose flavor, color, and food value. Green vegetables should be cooked in an uncovered pan.

Vegetables should be cooked in as little water as possible so that minerals and other food materials are not drawn out. The water in which vegetables are cooked never should be thrown away. It is wasteful of food and money. It can be used in many ways, thus saving the valuable minerals, vitamins, and other substances. A little of this water, with butter and seasoning, is good served with the vegetable. The water may be used as part of the liquid for making a cream sauce to be served over the vegetable. Water from cooking several vegetables may be combined and used as the basis for soups.

**Vegetable plates are attractive.** A pleasant change from the regular meat meal is to serve a vegetable plate as the main dish. These plates are easy to prepare, are nourishing, and can be very attractive.

The vegetables should be prepared in a variety of ways—baked, scalloped, creamed, and other methods. Some should be served raw. The vegetable requirement for a day includes green and yellow vegetables which gives variety in color. A starchy vegetable should also be included. Cheese and eggs in some form often are used to supply color as well as the building material needed to balance the meal.



### VEGETABLE LUNCHEON PLATE

$\frac{1}{2}$  lb. cheese spread  
 $\frac{1}{3}$  c. milk  
1 hot, cooked, drained cauliflower

broiled tomato halves  
hot, whole green beans  
pimento strips

Melt the cheese in the top of a double boiler. Add the milk gradually, stirring constantly until the sauce is smooth.

Place the hot cauliflower in the center of a large round plate. Pour the hot cheese sauce over it. Arrange the beans in small bundles, garnished with pimento strips, alternately with the broiled tomatoes around the cauliflower.

### BAKED POTATOES

Select potatoes of nearly the same size and shape. Scrub them well with a stiff brush. Rub the skins with cooking oil. Place the potatoes on a pan or on the oven rack, and bake at a moderate temperature until tender when tested with a fork. When taken from the oven, cut a cross through the skin to allow the steam to escape. Serve promptly with butter and salt.

### STUFFED POTATOES

Cut a thin section off the wide side of a hot baked potato. Scoop out the mealy portion and mash it. Season it with butter, salt, pepper, and enough hot milk or cream to make it creamy but not thin. Beat the mixture until fluffy. Return it to the potato shell, sprinkle with grated cheese and paprika, and return to the oven to brown.

### MASHED POTATOES

Pare and cut potatoes, and boil them in salted water until tender when tested with a fork. Drain and mash to remove all lumps. Add butter, salt, pepper, and enough hot milk or cream to make them creamy but not thin. Whip until fluffy. Place in a heated serving dish with a lump of butter on top.

### SCALLOPED POTATOES

6 medium-sized potatoes  
2 T. flour  
1 c. milk (approximately)

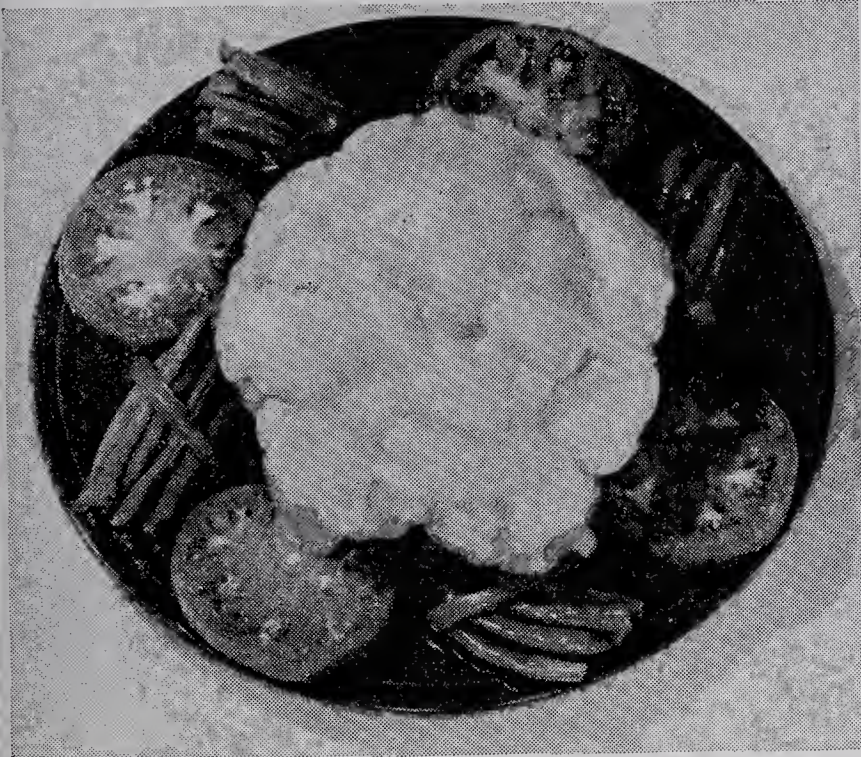
1 t. salt  
 $\frac{1}{4}$  t. pepper

Cut pared potatoes into thin slices. In a buttered baking dish, arrange alternate layers of potato slices, seasonings, and flour until all the



*Many vegetables are good served with a cream sauce. Cream of chicken or cream of mushroom soup may be used in place of the cream sauce.*

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*A well-balanced vegetable plate can be a meal in itself. Occasionally it is a pleasant change from meat. Contrasting colors of vegetables add interest.*

KRAFT FOODS CO.

potatoes have been used. Add the butter in small pieces on top. Pour on milk until the baking dish is two-thirds full. Grated cheese may be added with the seasoning and flour. Bake in a moderate oven until the potatoes are tender when tested with a fork and are brown on top. They may be covered while cooking, but the lid should be removed for the browning. This serves six people.

### **Putting your ideas to work**

- 1 Plan some attractive, well-balanced vegetable plates. Prepare and serve such a plate.
- 2 Compare the flavor and appearance of a vegetable such as cabbage which has been cooked first by a right and second by a wrong method. Would the food value be different in each case?
- 3 Practice preparing vegetables in a variety of ways, such as steaming, baking, broiling, and scalloping.
- 4 Prepare and serve several vegetables which are new to you.
- 5 Take the responsibility for preparing the vegetables at home for a week or two.





BORDEN'S INSTANT STARLAC

*Macaroni, noodles, or rice may be used as the basis of a casserole dish. A variety of meat or fish may be used. Casserole dishes usually make economical main dishes.*

### **Are there simple main dishes you can make?**

Meat probably takes the largest portion of the family's food budget. Steaks, chops, and roasts are the most expensive cuts. The less tender cuts are not as costly but are just as rich in food value.

Meat cookery takes more skill than any other type of cooking. To be able to roast or broil meats so that they remain tender and keep their flavor requires experience. A good cook can prepare the less tender cuts of meat in many ways that may be even more delicious and nourishing. Until you have had a little experience in cooking, you probably will be more successful with dishes that are easier to prepare.

Casserole dishes are easy for amateurs. A casserole is a bowl in which foods are baked in the oven. The name *casserole dish*



is given to a food cooked in a casserole and served as a main dish. Usually it has meat or fish as the basis, but it may be made from cereals, cheese, eggs, or vegetables.

#### **GROUND MEAT AND NOODLES**

2 c. cooked noodles      3 c. ground cooked meat  
3 c. thin cream sauce    1 c. buttered crumbs

Buy dried noodles, and cook them in boiling, salted water. Remember that they expand to double their bulk when cooked. Any ground, cooked meat may be used, but ham and beef are especially good. Make alternate layers of noodles and meat in a shallow baking dish. Pour the cream sauce over them, and sprinkle the buttered crumbs on top. Bake in a moderate oven (400° F.) for 20 to 30 minutes. Mushroom or tomato soup may be used in place of the cream sauce. If chicken is used as the meat, chicken soup may be used as the liquid.

#### **HASH**

2 c. cooked beef              1/4 t. salt  
2 c. cold boiled potatoes    1/8 t. pepper  
1/2 c. milk or gravy          1/2 c. finely minced onion  
1 T. fat

Hash is a good way to use left-over meat. Cooked roast or steak is the best meat to use. Grind the meat or cut it in small pieces. Cut the potatoes in small cubes. Combine all the ingredients except the fat. Melt the fat in a skillet, and spread the meat mixture evenly in the pan. Cook over a low fire for 30 to 40 minutes or until well browned underneath. Turn the mixture to brown on the other side, or fold and serve it as an omelet is served. Garnish with parsley.

#### **SPANISH RICE**

2 c. boiled rice              3 T. cooking oil  
2 c. canned tomatoes      1/2 lb. ground beef, raw  
1 t. salt                      2 small onions, chopped  
1/4 t. pepper                1 green pepper, chopped

Wash the rice well in cold water. Add it to boiling, salted water. Use four times as much water as you have rice. Rice expands about



*Waffles and sausages  
make a good meal for supper  
or breakfast. Candles keep  
the sirup warm and  
the butter melted.*

BETTER HOMES AND GARDENS



3 times its bulk in cooking. Boil it until soft, then drain it in a coarse strainer and run cold water through it.

Brown the ground beef in the hot oil in a skillet, stirring to separate the particles of meat. Remove the meat from the fat. Put the chopped onion and green pepper into the fat and cook until soft, but do not allow them to burn. Return the meat to the skillet, add the rest of the ingredients, and simmer gently 15 to 20 minutes. Serve hot.

If wished, after the ingredients are combined, they may be put into a casserole to bake in the oven at 400° F. for 30 minutes.

#### **TUNA CASSEROLE**

*1 can tuna*

*4 c. potato chips*

*1 can cream of mushroom soup*

*or*

*2 c. cream sauce*





NATIONAL CRANBERRY ASSOC.

*Creamed chicken may be served between two waffles. Cranberry sauce is a delicious, tart topping.*

Arrange alternate layers of potato chips and tuna in an oiled baking dish, having the top layer potato chips. Stir the soup until well blended and pour over the top of the fish mixture. Bake in a moderate oven (375° F.) 20 to 30 minutes or until it is heated through. Serves six.

If a less rich mixture is preferred, noodles may be used in place of the potato chips.

#### **CORN PUDDING**

2 c. canned corn	1 T. minced onion
2 c. milk	2 T. sugar
3 eggs	1/4 c. minced green pepper
1 T. butter	1 minced pimento
1 t. salt	

Beat the eggs slightly, and add the milk, sugar, and salt. Combine the rest of the ingredients, and add them to the milk mixture. Combine well. Turn into an oiled casserole, and bake in a slow



oven (325° F.) for one hour. Serve hot. Cheese sauce or tomato sauce is good to serve with this pudding.

#### **SALMON LOAF**

2 *c. canned salmon*    1 *c. thick cream sauce*  
1 *T. lemon juice*    1 *egg*  
 $\frac{1}{4}$  *t. salt*    1 *c. bread or cracker crumbs*  
*f. g. pepper*    2 *T. chopped parsley*

Drain the oil from the salmon. Remove any pieces of skin or bone. Beat the egg slightly. Combine all ingredients, and put them into an oiled pan. Bake in a moderate oven (400° F.) until heated through. Serves six.

#### **CHILI**

$\frac{1}{2}$  *lb. round steak*    4 *c. canned red kidney beans*  
1 *large onion*    1 *t. salt*  
2 *T. cooking oil*    1 *T. chili powder*  
2 *c. canned tomatoes*    *f. g. red pepper*

The round steak should be coarsely ground. Brown the meat and the minced onion in the cooking oil in a skillet. Stir frequently to separate the meat pieces and to brown evenly. Transfer to a kettle, and add the other ingredients. Simmer 1½ hours. Serve hot.

#### **CHEESE FONDUE**

2 *c. soft bread crumbs*     $\frac{1}{16}$  *t. pepper*  
1½ *c. milk*     $\frac{1}{16}$  *t. paprika*  
3 *eggs*    1 *T. butter*  
1 *t. salt*    1½ *c. grated cheese*

Pour the milk over the bread crumbs. Beat the eggs well, and add the cheese and seasonings. Combine with the bread crumbs, add the butter, and put into an oiled baking dish set in a pan of hot water. Bake in a moderate oven (400° F.) for 20 to 30 minutes. Serve immediately so that the fondue does not fall. Serves six.

#### **EGGS AU GRATIN**

6 *hard-cooked eggs*     $\frac{1}{2}$  *c. grated cheese*  
2 *c. medium cream sauce*     $\frac{1}{4}$  *c. bread crumbs*  
1 *T. butter*



Melt the butter in a pan, and stir in the bread crumbs. Remove the shells from the hard-cooked eggs and cut the eggs into quarters lengthwise. Place them in an oiled baking dish. Add the grated cheese to the hot cream sauce, and pour the mixture over the eggs. Cover with the crumbs. Bake in a slow oven (325° F.) until brown. Tomato sauce may be used in place of the cream sauce. Serves six.

### Putting your ideas to work

- 1 As a group, plan a luncheon which will contain a simple meat dish, a salad, a bread, and a dessert. Make the grocery order, and prepare and serve the meal.
- 2 Evaluate the luncheon, considering the menu, the plan of work, the quality of the product, and the service. What could be done to improve the luncheon?
- 3 Repeat the luncheon at home, and have your family evaluate your work.

### Who doesn't like desserts?

A dessert should be the happy ending to a successful meal. Often it is remembered long after the rest of the meal is forgotten. A clever hostess tries to find just the right dessert to complete the meal. If the meal has been a heavy one with meat or fish and vegetables, the dessert should be something light and refreshing. Fruit or a frozen dessert is a good ending for this meal. If the meal is a light one of salad or vegetables, a richer dessert is acceptable. Puddings, pies, and cakes rich in eggs and milk or cream are proper for the lighter meals. Dessert usually adds the sweet touch to the meal.

**Fruits are ideal for dessert.** Fresh fruit is light and easy to digest after a heavy meal. People in some European countries often serve fresh fruit and cheese as dessert. It is a delicious combination; you might like to try it sometime.

Canned fruits may be served alone or with cookies or cake. Many puddings and pies have fruit bases. Berries, peaches, and oranges are good in shortcakes.

#### BAKED APPLES

6 apples    6 T. brown sugar

Select apples of uniform size. Wash them and remove the cores. Set them in a baking dish. Fill the center of each apple with 1 T. brown sugar. Add enough boiling water to cover the bottom of the





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*A portion of the apple may be pared before baking. This gives a contrast of color, and the skin that remains holds the apple in shape.*

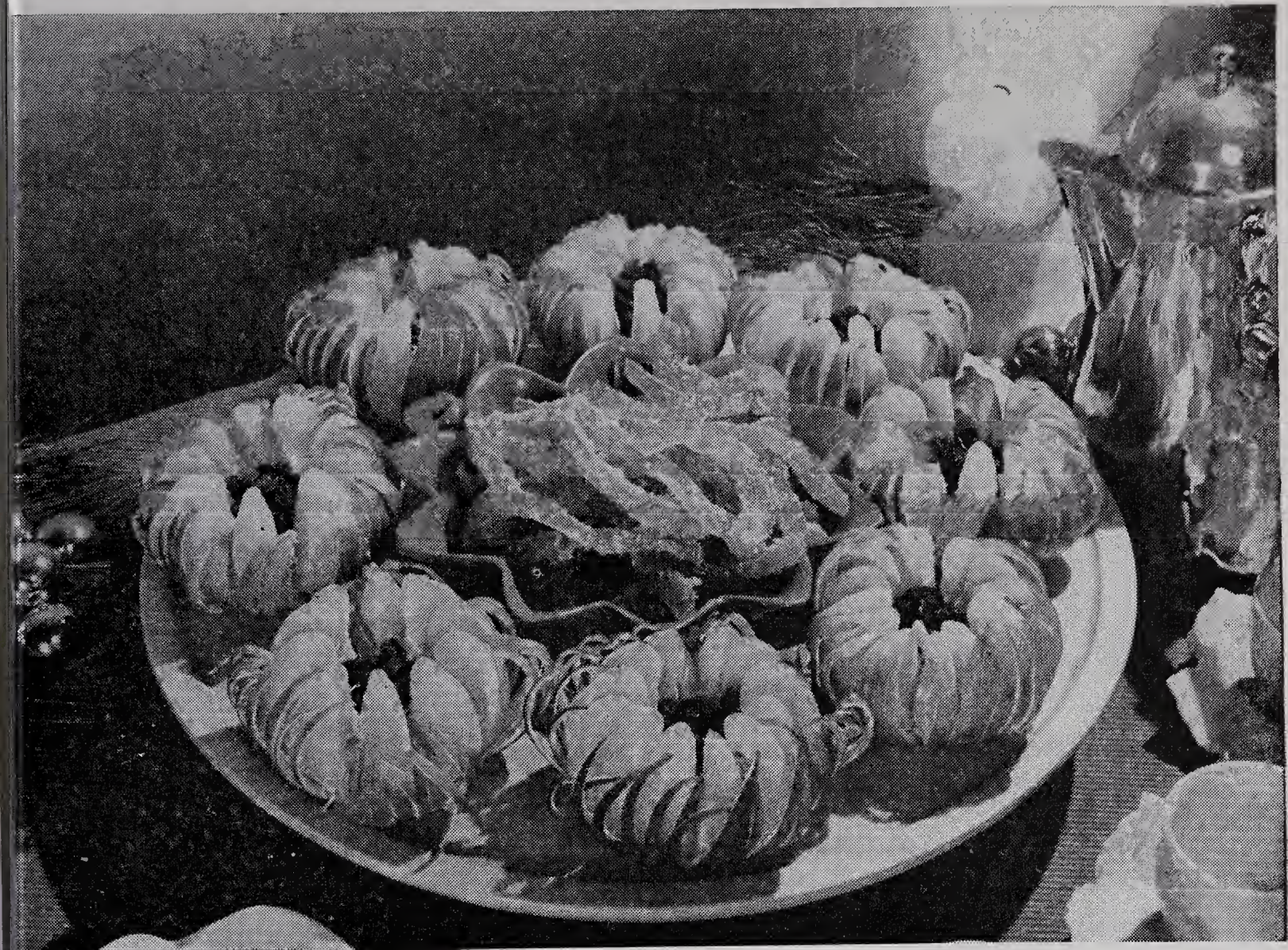
dish. Bake in a moderate oven (350° F.) until tender, or about 30 to 40 minutes depending on the size and variety of apple. White sugar and cinnamon may be used in place of the brown sugar. Other fillings you might like to try are marmalade, jelly, hard cinnamon candies, marshmallows, dates, raisins, and lemon juice with honey or corn sirup. Serve the apples with cream or in the sirup in which they were cooked.

#### **FRUIT SHORTCAKE**

*biscuit dough    fruit*  
*2 T. sugar*

Make biscuit dough according to the standard recipe except add the sugar to the dry ingredients. Roll the dough in two layers of  $\frac{1}{2}$ -inch thickness. If preferred, individual shortcakes may be cut with a large cooky cutter. Spread the bottom layer with butter, and put





FLORIDA CITRUS COMMISSION

*Flowers made from separated sections of oranges or tangerines are unusual and attractive. Centers may be filled with raisins or berries. These flowers are good in the lunchbox because they are easy to eat.*

the two layers together. Bake at 425° F. for 15 minutes. Separate the two layers. Put sliced and sweetened fruit or crushed berries between and on top of the shortcake. Serve with cream, whipped or plain.

#### **CRANBERRY CRUNCH**

1 c. fine rolled oats      1/2 c. butter or margarine  
1/2 c. flour                      cranberry sauce  
1 c. brown sugar              vanilla ice cream

Mix the oats, flour, and sugar together. Cut in the butter with a knife until the mixture is crumbly. Place one-half of the mixture in an 8 x 8 inch oiled pan. Cover with cranberry sauce, then top with the rest of the dry mixture. Bake 45 minutes at 350° F. Cut in squares, and serve hot, topped with scoops of ice cream or whipped cream. Serves six to eight persons.



*Cranberry crunch is a pudding that is easy to make. Tart apples, plums, or peaches may be used instead of the cranberry sauce.*

NATIONAL CRANBERRY ASSOC.



**Puddings are special.** The word pudding covers a wide variety of desserts. A soft custard made of egg and milk is a pudding, but so is a thick, rich, fruit-filled mixture called plum pudding. The thickening in a pudding usually is flour or a cereal, but eggs and gelatin are sometimes used.

#### **BAKED CUSTARD**

4 to 6 eggs    4 c. milk  
1/2 t. salt    1/2 t. vanilla  
1/2 c. sugar    nutmeg

Beat the eggs slightly, and add the sugar, salt, and vanilla. Heat the milk in the top of a double boiler, and add slowly to the egg mixture. Strain into a buttered mold or into individual molds. Set the mold in a pan of hot water. Sprinkle the top of the custard with nutmeg. Bake in a slow oven (300° F.) until firm. Do not allow the water in the pan to boil, or the custard will separate. A silver knife inserted into the custard will come out clean when the custard is done. Serve warm or chilled, as desired.

#### **RICE PUDDING**

2 c. cooked rice    1/2 t. salt  
2 eggs    nutmeg  
1/2 c. sugar    1 t. vanilla  
2 1/4 c. milk    raisins, if wished



Beat the egg yolks slightly. Add the sugar, salt, milk, vanilla, rice, and raisins. Stiffly beat the egg whites, and fold into the mixture. Pour into a buttered baking dish. Sprinkle nutmeg on top. Bake in a slow oven (300° F.) for about 45 minutes. Serve warm or chilled with cream.

#### CHOCOLATE BREAD PUDDING

1½ c. soft bread crumbs    ½ c. sugar  
3 c. hot milk                ¼ t. salt  
2 eggs                         ½ c. cocoa  
½ t. vanilla

Slightly beat the eggs and combine them with the hot milk. Mix the crumbs, sugar, salt, and cocoa, and combine with the liquids. Mix well. Pour into a buttered mold, and bake in a moderate oven (400° F.) 30 to 40 minutes or until firm. Serve warm or chilled with cream.

#### PACKAGED PUDDINGS

There are many kinds of packaged puddings which are easy to make and are very good. They save time in making and are not expensive. Be sure to follow the directions given on the package.

RDEN'S INSTANT STARLAC



Chocolate and vanilla puddings may be put into dishes in alternate layers for variety. Puddings are good without cream, but whipped cream makes them special.



### APPLE TAPIOCA

$\frac{1}{2}$ c. minute tapioca	3 c. apples, pared, cored, and sliced
4 c. water	2 t. lemon juice
1 t. salt	$\frac{1}{4}$ t. nutmeg
1 c. brown sugar	$\frac{3}{4}$ t. cinnamon

Cook the tapioca in salted water in a double boiler about 20 minutes or until the tapioca is clear. Stir frequently. Put the prepared apples in a buttered baking dish, cover with sugar, spices, and lemon juice. Pour the tapioca mixture over the apples. Bake in a moderate oven (350° F.) about 45 minutes. Serve cold.

#### Putting your ideas to work

- 1 Discuss the reasons for serving a sweet at the end of a meal.
- 2 Prepare several types of desserts which you could make again at home.
- 3 Select main dishes which would be suitable to serve with each dessert.

#### Will you set the table?

You have learned how to set an individual place at the table. The family table is a series of individual settings plus the necessary serving dishes. The table is more attractive if there is a center of interest. This may be as simple as a small plant or a single flower. A bowl of fruit makes an attractive centerpiece. For a large table or for a party, a more elaborate floral arrangement can be used. The centerpiece may be varied each day. Perhaps you could choose as your own project of the week making an interesting centerpiece for the family dinner table.

**The family has fun eating together.** Often mealtime is the only time when some families can be together. School, work, and outside activities take most people away from home for much of the day. When stories of these varied interests are shared, mealtime is funtime for all. Conversation is easy if each person is given an opportunity to contribute.

Many families start the meal with a ritual of worship. Sometimes one adult member asks the blessing, but in some homes each member, even a little one, has an opportunity to do this. The simple words of the little child are just as sincere as the formal grace of the adult, and it is important for him to be included in the group.

Meals served outdoors may be so informal that they do not require place settings. However, meals served indoors usually do.



A table properly set makes the service of the meal more convenient. To determine how far apart to put the individual places, the necessary number of chairs may be set around the table. If possible, leave a little space between chairs to allow "elbow room." On the table in front of each chair, put the silverware, glassware, napkin, and china needed by each person.

The seating of members is a matter of family preference. Often the father and the mother sit at opposite ends of the table with the children between them. Young children who need assistance with their food may be seated beside the parents or beside an older child who can help them. Here, again, the junior hostess can take responsibility. If there is a man guest, he is given the seat of honor at the right of the hostess; a woman guest sits at the right of the host.

**Servings dishes are placed conveniently.** The serving dishes are placed in front of the person who is to do the serving. All the equipment needed should be within his reach. Each service dish should have its own silver spoon or fork. The person who makes the last-minute check of the table should be sure that all service equipment is placed correctly.

Service dishes should be set so that there is balance in the appearance of the table. If hot dishes are to be served at one end of the table, bread, relishes, and other foods to be passed should be at the other end. Sometimes the serving is divided among several members of the family. The service does not take as long and allows more members to participate in this family activity.

### **Putting your ideas to work**

- 1 Plan simple flower or leaf arrangements which could be used as centerpieces. Use as many unusual containers and flowers as you can.
- 2 Draw the diagram of a table seating six persons for serving a meal of meat, a vegetable, a salad, a bread, and a dessert. Show the individual place settings and where the serving dishes should be placed.

### **Who does the serving?**

Methods of serving vary among families and even in the same family on different occasions. Breakfast often is served at different times for individual members of the family. This service is not like that used if all persons are seated at the same time. If guests are





TOWLE SILVERSMITHS

*The cups and saucers are placed for the hostess to serve the breakfast beverage. The cereal bowl is on the plate. With colorful dishes, a very simple center arrangement is used.*

present, the style of service may be changed from the regular procedure. At any time, however, the service and the manners should be such that unexpected guests could be served without embarrassment.

**Sometimes the father serves the plates.** If the father serves, plates for everyone are stacked directly in front of him. Behind the plates is the main dish. On either side of this platter or casserole are the serving dishes with vegetables or sauces. The server places some of each kind of food on the plate, and it is passed to the person for whom it was prepared. When he is not using the silverware for serving, it is left in the dish with which it is being used.

While the father is serving the main course, the mother, at the same time, may be serving the beverages or perhaps the salad. She has near her plates or bowls for the salad and cups and saucers for the beverages. She uses a large spoon and fork for the salad, and these utensils are left in the salad bowl when she is not using





GENERAL FOODS CORP.

*The main dish is in front of the host when the food is served at the table. Salad plates may be placed either to the right or to the left of the plate. The muffins are not heaped on the plate but will be replenished as needed.*



them. The teapot or coffeepot is placed conveniently by the cups and saucers. Each cup of beverage has sugar or cream added to suit the taste of the person being served, or the sugar and cream are passed.

When serving is done at the table, no one starts to eat until all have been served. If you are in doubt about when to start to eat, watch your hostess. When she begins to eat, you may too.

**Sometimes serving dishes are passed.** Another method of serving food at the table might be called self-service. Place the filled serving dishes on the table, each with its service silver as when the father serves. When ready to serve, the person nearest a dish puts the service spoon or fork in it and passes it to his neighbor, without helping himself first. The dishes are passed from person to person, each one helping himself. Start all dishes in the same direction so that there will not be confusion in passing. An advantage of this type of service is that everyone is being served something at the same time.

If serving dishes are heavy or hot, they may be difficult to handle, especially for little children. The person next to a child serves the child's plate as well as his own.

Sometimes part of the food is served by the host and the other serving dishes are passed. This helps if some food takes longer to serve or if the service dish is hot, heavy, or large.

While passing dishes, be very careful not to get your thumb into the food. Be sure to use the silver in the dishes, not your own, for serving yourself. Some foods may need no serving equipment. The fingers are used for taking bread, crackers, and relishes such as celery stalks, carrot strips, and olives.

It is confusing if you try to eat while the serving dishes are being passed. Wait to start eating until all persons are served. Later, if you wish another serving of some food, you should ask your neighbor if he will please pass it to you. Do not reach for a serving dish unless it is directly in front of you.

**Sometimes plates are served in the kitchen.** A third type of service may be used. This type is especially good for serving a large number of people such as at a banquet or church supper. The plates are served filled with all or most of the food before they are brought to the table. Usually the meat and vegetables are on the plate. Salads may be set at the individual places, and the bread,



butter, and relishes may be passed. Beverages and desserts are served individually from the kitchen or a side table.

**The dessert usually is a separate course.** Before the dessert is served, the dishes for the main course are removed from the table. Mother, after preparing and serving the meal, should have a chance to rest. Young people, either girls or boys, should clear the table and serve the dessert. In clearing the table, remove the serving dishes first. Do not reach in front of people or across the table to get the dishes. Move to a position where you can reach them easily. The individual plates are taken next. Be sure the silverware is placed on the plate so that it will not fall off.

Do not stack dishes. One small plate may be placed on a large one but not on top of silverware. Reach in to the left of the person and remove the large plate with your left hand. Transfer this plate to your right hand, and again reach with your left hand for the salad plate or bread-and-butter plate. Carry these dishes to the kitchen. Remove each person's dishes in turn. Be sure to remove salt and pepper shakers and all dishes not to be used for the dessert course.

When the table is cleared, bring in the dessert. It may be served individually or by the hostess at the table. If the hostess is to serve, put the plates or dishes in front of her along with the dessert and service silver. Each serving may be passed from person to person, or the helper may carry it to the person for whom it is intended. Individual servings should be set down carefully before each person. Be sure that everyone has the needed silverware for that course. Refill the water glasses and the beverage cups before returning to your place at the table.

### **Putting your ideas to work**

- 1 Have a make-believe dinner. Demonstrate serving by different methods and according to different customs.
- 2 Discuss the desirable features of each method of serving.
- 3 Assume the responsibility of serving the dessert for one week at home.
- 4 Make a list of the foods which you would call finger foods.

### *A book you will like to read*

Clark, Garel, *The Cook a Meal Cook Book*. William R. Scott, New York. Good ideas for using ground beef and macaroni and for quick cooking. Interesting drawings.



### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 19, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |               |  |
|---------------|--|
| 1 appropriate | A To plan or allow for in the schedule.            |
| 2 biscuit     | B Commodities sold in a store.                     |
| 3 breakfast   | C A thick, pulpy jam.                              |
| 4 budget      | D To make light.                                   |
| 5 crisp       | E To cook in a casserole.                          |
| 6 diet        | F Nutritious.                                      |
| 7 dough       | G Agreeable to the taste.                          |
| 8 emergency   | H To cook gently in water below the boiling point. |
| 9 groceries   | I An herb whose leaves are used for food.          |
| 10 leavening  | J A raised bread baked in small shapes.            |
| 11 marmalade  | K Substances in food needed for life.              |
| 12 molasses   | L Unforeseen circumstances needing quick action.   |
| 13 muffins    | M Proper; especially suitable.                     |
| 14 nourishing | N A sour liquid, frequently made from apples.      |
| 15 palatable  | O First meal of the day; meal after fasting.       |
| 16 simmer     | P To eat by prescribed rules.                      |
| 17 spinach    | Q Thick, brown sirup.                              |
| 18 vinegar    | R A cooked, sweetened mixture of eggs and milk.    |
| 19 vitamins   | S Paste thick enough to knead or roll.             |
|               | T A quick bread made of batter.                    |
|               | U Fresh and brittle.                               |

**A FURTHER TEST:** *After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Can you make something to wear?

Dressing up is one of the special interests of girls, no matter what their age may be. Little girls love to wear their mother's dresses, high-heeled shoes, and hats with veils. Gloves and handbags have particular appeal. This interest is never lost. Even though there may be a period when jeans are worn as much of the time as possible, pretty dresses still are admired and enjoyed.

It is every girl's ambition to have the newest fad in clothing—the blouse, the skirt, or the scarf that “all the girls have.” This is a natural interest and one that can be satisfied more easily if a girl can make many of the articles that she wants. A large part of the price charged for ready-to-wear garments is due to the cost of the labor in making them. If a girl can sew, she can have more clothes because she needs to pay only for the materials and probably a pattern. She can make any popular type of article and still have it different because of the original touches that she adds to it.

Sewing requires skill and imagination. The difference between an ordinary garment and one that has style often is due to little tricks in handling the material and constructing and finishing parts so that they all go together correctly. There is much more to be learned than one would think when looking at a simple dress.

A girl who is beginning to sew should select for her first project something that is not hard to make. With it she can learn the steps that are basic in all sewing and still have a finished garment which she can wear in a relatively short time.

She can have the pleasure of working with lovely colors, gay prints, and beautiful fabrics even while she is making her first gar-





E. H. SHELDON EQUIPMENT CO.

*Boxes or drawers are convenient to hold the sewing of class members. Every girl should have a sewing box or basket at home too. Time is saved if all articles of equipment are kept in one place.*

ment. Soon she will be able to use more difficult patterns and will be proud of her own progress.

There is great satisfaction in making something that is useful and beautiful. A girl can be very proud when she says in reply to a compliment, "Thank you. I made it myself."

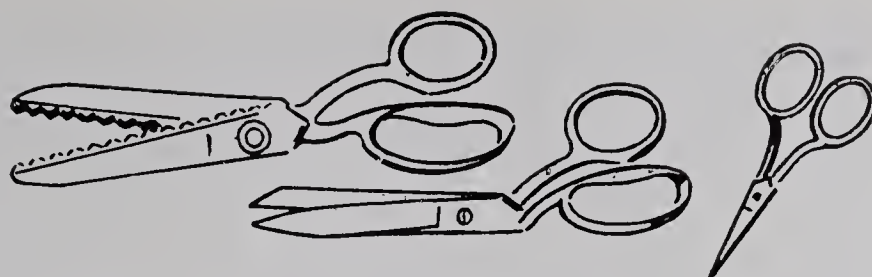
### **What equipment do you need?**

Every workman needs the tools of his particular trade. Successful sewing is the result of skillful hands using good equipment. You will need some sewing tools that belong to you personally, because you will be using them every time you sew. It may be possible to get the necessary articles from among those that your mother can spare. Since you will probably need to do some sewing all of your life, you should, if possible, start collecting your own equipment.

A sewing box or basket in which to keep all the necessary



sewing articles is a great convenience. With such a container, you never have to hunt for scissors or thimble but always can find everything you need for a hurried stitch or a pleasant hour with your



COATS AND CLARK

*Pinking shears cut a notched edge that does not ravel. Shears have a ring handle for the thumb and a bow handle for the fingers. Scissors have two ring handles.*

sewing. Sewing boxes vary from a tiny but complete kit to tuck into a corner of a traveler's luggage to a piece of furniture large enough to hold the mending for a family. For use in school, you probably will need a cardboard box that holds all small equipment and fits into the drawer or other space allotted to each class member.

**Individual equipment is needed.** Her thimble is the first thing for which every skilled seamstress reaches. When it is in place on the middle finger of her sewing hand, she is ready to go to work. The best thimbles are made of metal and are light in weight. Silver or chromium-plated ones will not leave a dark mark on the finger. They should fit close enough so as not to drop off but not so tightly that they bind. A thimble protects the finger as it pushes the needle into the cloth.

Scissors or shears should be of good quality steel so that they will have sharp cutting edges that fit together closely but move easily and smoothly. Scissors have two ring handles the same size and thin, pointed blades. Scissors of 4 or 5 inches over-all size are convenient for clipping seams and cutting threads.

Shears are heavier than scissors and have one ring handle for the thumb and a bow handle for two fingers. Shears should be 6 or 8 inches long and are used for cutting long, even seam lines.

A person always should be careful in handling scissors and shears so that extra cloth is not caught in them and cut. The sharp points make it important that they be kept in a safe place. When not in use, a safe practice is to have the points capped with a cork. When handing scissors or shears to another person, always have the blades closed and the handles turned toward the person who is to take them.

A tapeline is needed for comparing measurements of the per-



son and the pattern, for making even hems, and for checking parts of a garment to see that all pieces fit together. The best tape-lines for sewing are made of cloth 60 inches long. They are marked on both sides, one side beginning with one inch at one end and the other side beginning with one inch at the other end, so that, no matter which end you pick up, you will be able to use it without turning it around. A 6-inch ruler also is convenient to have in the sewing box.

Pins should be of steel, of medium size, and with sharp points. These pins are thin and small enough to push into any material easily without leaving a mark in the cloth.

A small, firm pincushion is convenient for holding pins so that each one may be picked out easily. Sawdust filling is more satisfactory than cotton.

Fine-quality steel needles that are smooth and sharp make sewing fast and easy. Sizes of needles are numbered from 1 (coarse) to 12 (extra fine). For hand sewing on lightweight materials, you will find sizes 7 to 9 the best. Long-eyed needles, called crewels, are easier to thread than round-eyed needles, called sharps.

An emery cushion, usually made to look like a strawberry, is filled with very finely ground metal. Needles and pins may be smoothed and sharpened by pushing them in and out of the emery.

Thread for sewing is selected to match the material in color, fiber, and weight. Sizes 50, 60, and 70 are used for most cotton materials and sizes 80, 90, and 100 for very fine, thin fabrics.

**Some sewing rooms have other equipment.** In addition to your personal equipment that is used every time you sew, there are other articles, used less often, that save time and work. You will become acquainted with these as you need to use them.



COATS AND CLARK

*Some equipment is needed every time you sew. Thimble, emery, tapeline, and tracing wheel will last a lifetime.*



Pinking shears have blades that cut a row of tiny notches. This makes a neat finish for seams and prevents raveling of firm fabrics. A tracing wheel is a small, metal wheel with a sharp-toothed edge. It may be rolled over cloth to mark lines for darts, pleats, and similar constructions.

There are several pieces of equipment for pressing, an important part of the sewing process. These are the ironing board, irons of several types, and pressing cloths. You will learn to use them while you are making your first garment.

The sewing machine saves time and work and makes it possible for home sewers to produce products that look like expert work.

You probably will find in the sewing classroom fashion magazines, charts, and samples of many construction processes. As with the study of all subjects, when you become interested you will see helpful articles and references every place you look.

### Putting your ideas to work

- 1 Have an exhibit of pins, needles, thimbles, scissors, shears, and tape-lines so that different items may be compared and desirable features noted.
- 2 Have an exhibit of different types of sewing boxes and baskets.
- 3 Examine your tapeline and learn to distinguish  $\frac{1}{8}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{5}{8}$ , and  $\frac{3}{4}$  inch. Use the tapeline to measure and mark these fractions of an inch on lines drawn on paper with a pencil.
- 4 Repeat this drill, marking the measurements with pins on a piece of cloth.
- 4 Have a discussion about the articles that you may make for your first sewing project. Perhaps your teacher may show samples of articles that you are considering. A gay apron, a full skirt of gingham or polished cotton, and a brunch coat are articles that may interest you. When you have selected a class project, get the materials so that you will be ready for sewing when you have finished your preliminary study.

### Are there tricks of the trade?

It is said that every good workman has little short cuts or easy ways of doing certain jobs that give special results. This is true for the person who sews. You will want to learn the work habits that will help you to achieve success.

**Maintain good posture.** If you sit back on the chair in an erect position with feet on the floor you will not become tired quickly. Girls who twist their bodies into unusual positions and bend over



their sewing become tired and tense and blame the sewing for their discomfort. If you are seated so that there is good light on the article on which you are working, you will find that you can sew for a long time without becoming tired.

**Wash your hands before beginning work.** It is almost as important to wash your hands before sewing as it is before cooking. While sewing, the material is handled so closely and for so long a time that often the garment needs laundering before it can be worn. This spoils the freshness of a new article and makes it look old. If hands become warm while you are sewing, stop and wash them.

**Press seams as sewing progresses.** Never wait until a garment is completed to press it. Instead press all seams when they are finished. Never attempt to join pieces of an article where two seams will come together until they have been pressed flat. A pressing cloth is used between the iron and the garment because the hot iron tends to make the fabric shiny.

Some electric irons may be regulated so that the right temperature is maintained for the kind of material for which they are set. Steam irons steam as they press so that no pressing cloth is necessary. These irons do not make the surface of cloth shiny, and they will not scorch.

Examine the irons at home and at school so that you will be familiar with them and know how they should be used. Never



COATS AND CLARK

*Press seams as soon as they are finished. Never wait to press a garment until it is completed.*

*Pressing is as important as stitching.*



leave an electric iron plugged into an outlet. The minute you have finished using an iron or any time when you find it necessary to leave the ironing or pressing, the iron should be disconnected. Many garments have been ruined and costly fires have been started by irons that were left unattended but still were connected with electricity. A hot iron never should be put away in a box or closet.

**Fold or hang garments carefully.** When you stop working on a garment, fold it carefully so that it will not become wrinkled before you are ready to work on it again. Large articles such as dresses, skirts, and blouses should be hung on hangers instead of being folded. This will save a great deal of time and prevent over-pressing of the fabric.

### **Putting your ideas to work**

- 1 Practice measuring a length of thread for sewing by holding the free end at the top of your shoulder and extending the spool the length of your arm.  
Cut the thread, and place one end through the eye of a needle. Loop the other end around your index finger, and, with the thumb, roll the thread from your finger, forming a knot.
- 2 Have a needle and thimble drill, sewing along the lines that you measured with your tapeline. Watch your teacher demonstrate how to hold the fabric and use the thimble to protect your finger.
- 3 Examine the iron to learn how to connect, regulate, and disconnect it. Press the cloth on which you have practiced sewing.

### **Are rules needed for a sewing class?**

A sewing class presents some situations that are found in almost no other kind of class. There are sure to be girls with different degrees of skill, since there will be some who have never done any sewing and others who have been sewing ever since they were very young and made doll clothes.

Teachers often suggest that all class members begin work on the same kind of article. In this way, skill may be evaluated. Girls who already know how to sew will be able to complete the first article quickly and do good work. The teacher will be able to see their strengths and weaknesses and help them accordingly with their next project.

**Mark individual equipment.** Many girls have personal equipment that looks very much the same. It will save time and confusion if every article is marked with the owner's full name. A tape on which the name is marked with ink or thread should be sewed





DALLAS INDEPENDENT SCHOOL DISTRICT

*Class members must take turns using the sewing machines. Plan so that many small bits of stitching may be done at one time; work will not be delayed while waiting for another turn.*

on one handle of every pair of scissors. Boxes, packages of pins and needles, and even pincushions should be marked for ease of identification.

**Take turns using the sewing machine and the iron.** Even more necessary than avoiding the mislaying of personal equipment is the sharing of articles for common use in the room. Every class needs to have rules for the use of sewing machines and irons so that no girl will have to wait long for a turn. There usually are monitors or housekeepers appointed to close machines and put away special equipment when it is no longer needed.

**Share space and attention.** Table space must be shared so that a girl who is cutting a garment may be able to spread out her material and pattern.

Equally important with sharing space and equipment is sharing the attention of the teacher. Because of differences in skill among class members and differences in their speeds of working,



it is almost impossible for members of a sewing class to keep together on their work. This makes necessary a great deal of individual attention.

Sometimes a teacher will call three or four girls together so that they may observe closely as a new process is demonstrated. These three or four may each show another two or three, and thus, if each girl pays careful attention, the entire class is instructed in a short time. The teacher then can check each pupil's work quickly to be sure that the right method is being used.

Since every girl wants the undivided attention of the teacher to her own work, all class members need to work quietly and diligently until their turns for help have come. This kind of class co-operation makes it possible for members to accomplish a great deal of work in a class period.

Another important habit to form while sewing is that of keeping all threads and scraps together on the table. Some persons upset the entire house when they sew, so that almost a major house-cleaning becomes necessary. It should be possible to gather together the few scraps and waste threads easily, put away equipment, and fold or hang garments in a very few minutes at the close of a sewing period.

### Putting your ideas to work

1 Every girl should mark her name or initials on all of her equipment.

2 Discuss rules that are needed in order to save time in your sewing class. If you decide to have class officers, make a schedule for their duties.

### Which stitches do you know?

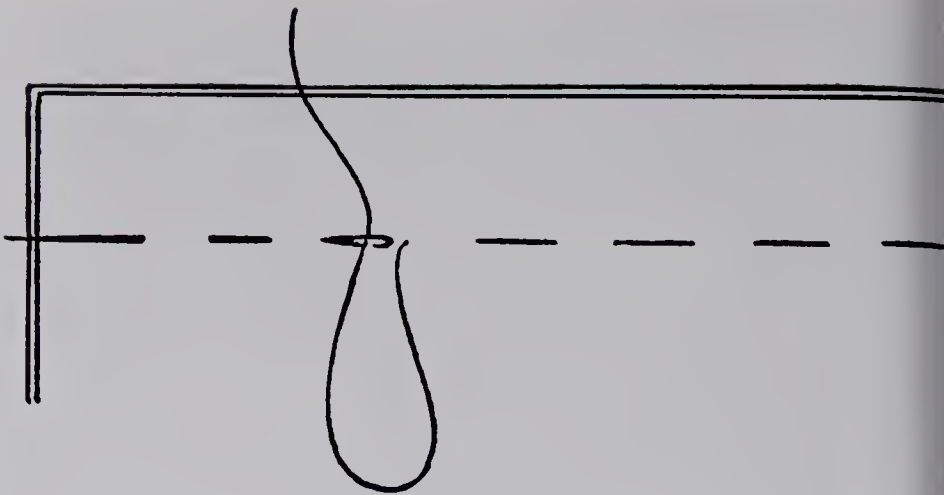
A needle is a very small implement, but it can be used to produce a variety of effects. Handling a needle is one of the most valuable skills that a girl may have. With a needle she may sew strong seams that make durable garments; she may mend rips and tears so that they are almost invisible; she may sew fine, dainty articles; she may add decoration to clothing and to household linens.

**Basting is temporary sewing.** In *even basting*, stitches are made about  $\frac{1}{4}$  inch long. A knot is used in the thread, and the end of the sewing is finished by taking two or three small stitches in



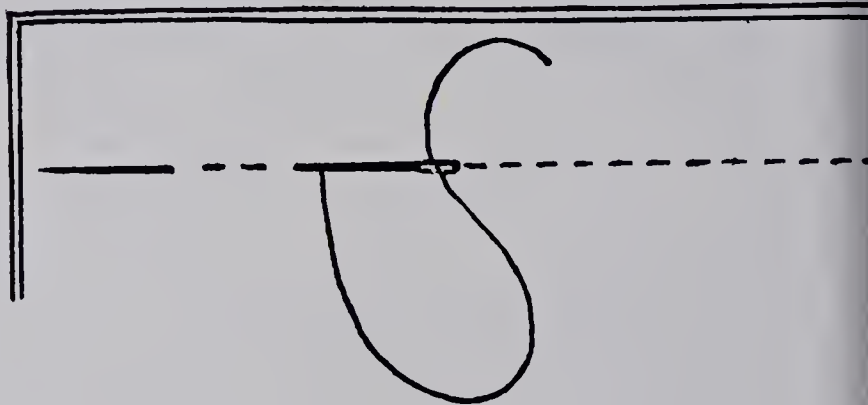
### BASTING

Basting is used to hold seams temporarily or for temporary marking. Stitches and the spaces between them should each be about  $\frac{1}{4}$  inch long. Do not pull thread too tightly.



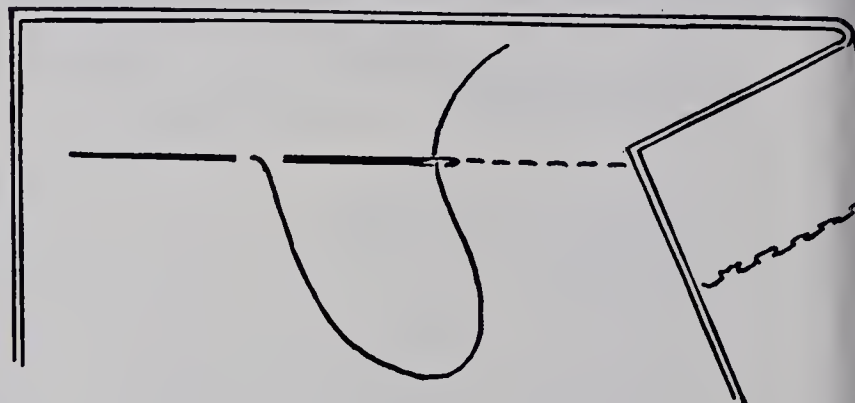
### RUNNING STITCH

This small even stitch is about  $\frac{1}{8}$  inch long. Take several stitches on your needle before pulling the thread through. This is used for hand-sewn seams where there is little strain, for gathering, and for sewing tucks.



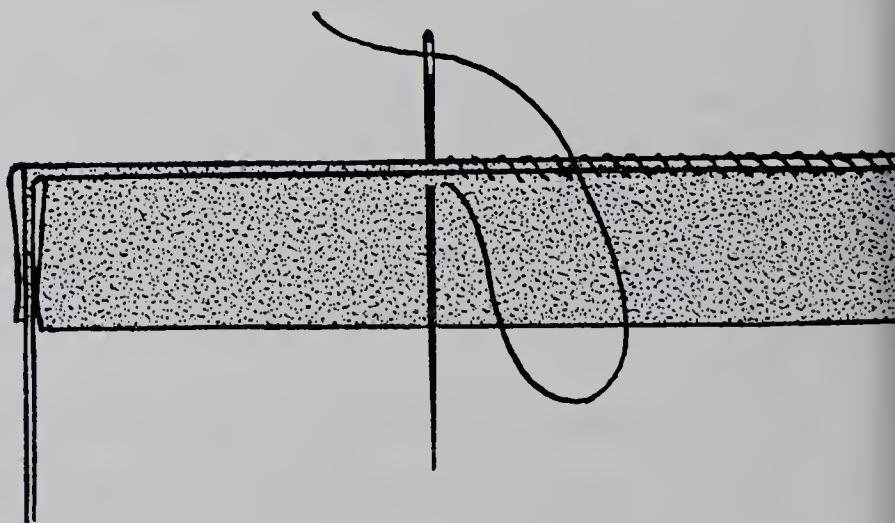
### BACKSTITCH

This hand stitch takes the place of machine stitching which it resembles. Bring the needle up from the underside and make a short backstitch. Bring the needle out one stitch ahead. Insert the needle in the end of the first stitch and out a stitch ahead.



### OVERHANDING

Use this stitch to join two pieces of fabric or two selvage edges in a firm flat seam. Hold the two edges firmly together by pinning or basting. Insert the needle from the back, picking up not more than two threads in each piece of fabric. Take the stitches one at a time, on a slant, close together, and of equal depth.





the same place before cutting the thread. Basting is used to hold seams together while a garment is being fitted and until the seam is stitched on the sewing machine.

*Uneven basting* is made to mark the center front and back of a garment or to mark other lines. Take a small stitch about  $\frac{1}{8}$  inch long, skip about  $\frac{1}{2}$  inch, and then take the next  $\frac{1}{8}$ -inch stitch.

**Permanent sewing is even and fine.** The *running stitch* is most commonly used for permanent sewing. It is used for seams having little strain and for gathering, shirring, and tucking. Hold the needle between the thumb and first finger with the point just beyond the fingernails. Weave on the needle with an up-and-down motion of the wrist and hand a number of small, even stitches about  $\frac{1}{16}$  inch long. Pull the thread through.

*Overhanding* is used to join two pieces of fabric and to sew lace to a finished edge. Hold or baste together the two edges to be joined. Insert the needle from the back, picking up not more than two threads in each piece of cloth. Take stitches one at a time, close together, slanting each a little.

### **Putting your ideas to work**

- 1 After the teacher demonstrates the basic stitches, make a row of each on a piece of cloth measuring 10 inches by 12 inches.
- 2 Start a simple project on which you will have opportunity to use several

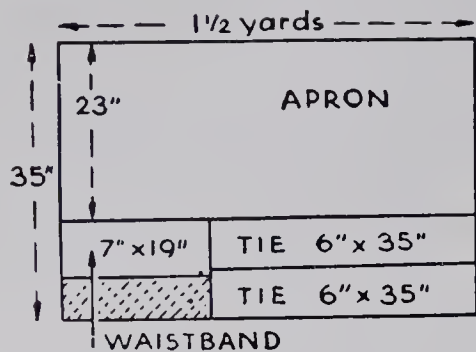
basic stitches. Practice basting, hemming, and gathering to prepare the article for machine stitching. A small apron made from  $1\frac{1}{2}$  yards of 36-inch wide material in a bright color or gay print would make a good first project. The cutting and sewing directions are given on page 314.

### **Can you use the sewing machine?**

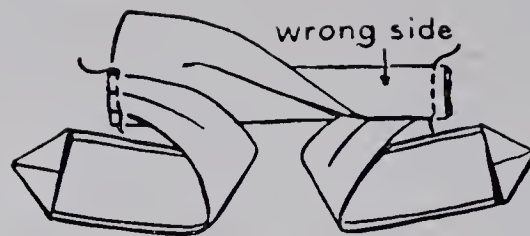
While it is possible and even desirable to make some articles entirely by hand sewing, most wearing apparel is stitched on the sewing machine. This gives a neat finish and strong seams that withstand strain. Every girl will want to know how to use a sewing machine, even though she may buy most of her clothing ready made. Many alterations and repairs may be made on a machine. The time and effort saved are almost beyond measure. A sewing machine is a valuable mechanism; everyone who uses it should know how to run it correctly and care for it properly.



## CUTTING

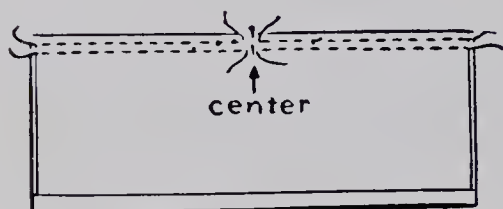


Follow the cutting chart.

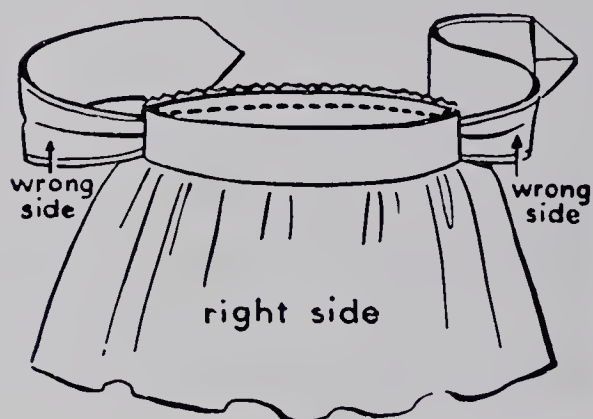


3 Fold waistband in half lengthwise. Slip tie ends between, raw ends even. Stitch; turn to right side.

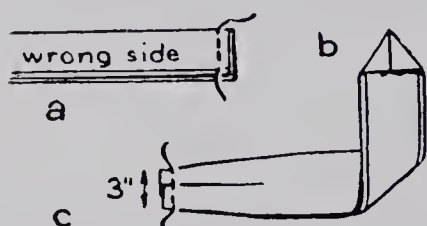
## SEWING



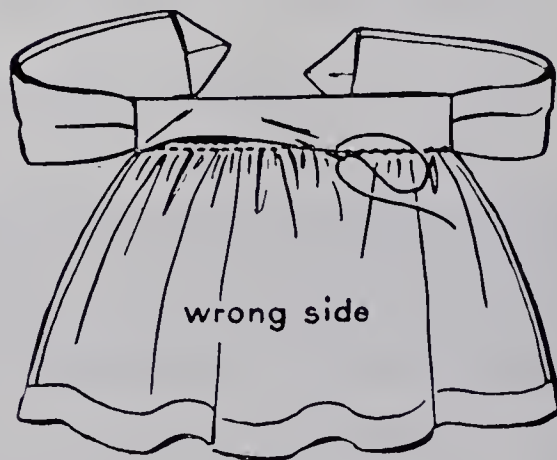
1 Make 1/4 inch hems on sides of apron. Make 2 inch hem at bottom. Gather upper edge as shown.



4 Pin one edge of waistband to apron, right sides together, ends and centers matching. Pull up gathering threads to fit waistband. Baste and stitch.



2 Make narrow machine hems on both long edges of ties. Fold and stitch one end as shown (a). Turn to right side; press to form point (b). Baste pleat at other end as shown (c).



5 Turn in raw edge of waistband; slip-stitch over seam on wrong side.



**Know the types of sewing machines.** Sewing machines are made by many manufacturers, and each has slight differences that you will need to note as you learn to use the machine. The principle is the same for all, and after you have learned to use one you will find it easy to use others.

Some machines are built on metal frames; others are in well-finished cabinets of wood that make beautiful pieces of furniture. Some sewing machines are portable, which means they are small, light in weight, and may be carried easily from the storage closet to a table. Some machines are run by treadle, that is, by foot power of the sewer, who keeps the machine running by pressing the feet on a platform of the machine.

Many people have electric sewing machines, which are, of course, the easiest to use. Examine the machines in your classroom. What kind are they? Is there more than one type? What kind do you have at home?

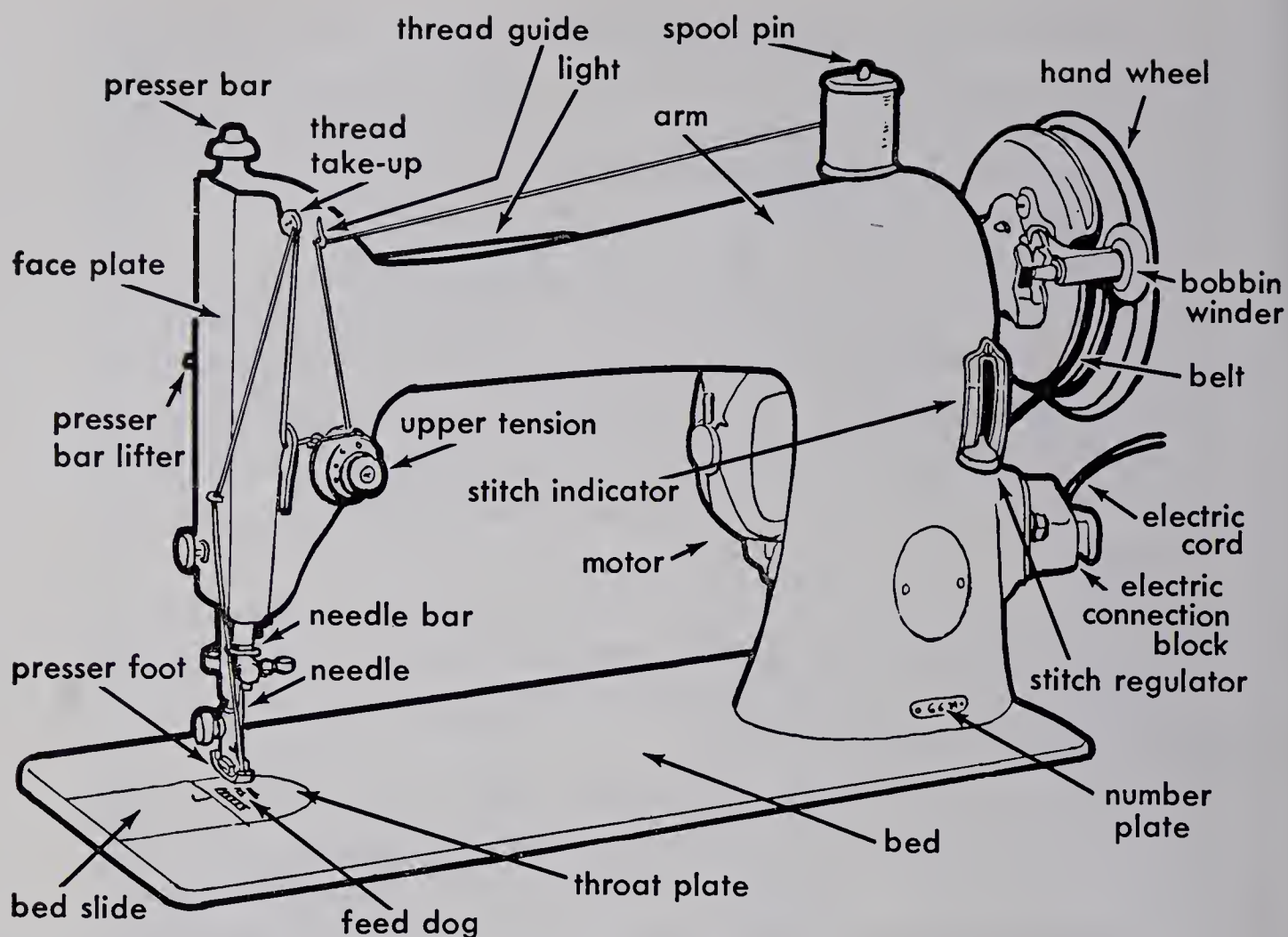
Sewing machines are kept covered when not in use, because dust may get into the many moving parts and damage them. The cover of a portable machine is unlocked and lifted off in much the same way that a portable typewriter is uncovered. Cabinet machines are opened by lifting the top and folding it back to the left until it rests flat and even with the surface of the machine. This provides a table on which the larger part of the article being stitched can rest.

In some machines the head, or the metal part containing most of the mechanism, rises and comes into place as the top is folded back. In other machines the operator must use one arm to lift the head from below the surface of the machine after she lifts a front board with her other arm. The front board is then replaced, and the head of the machine is lowered to rest on it.

The belt that connects the band wheel below the cabinet and the balance wheel at the right of the head of the machine is put in place by using the right hand to turn the balance wheel at the same time that the feet start the turning of the band wheel. The machine, then, is ready for sewing.

Both kinds of drop-head machines are closed by reversing, in order, the steps necessary for opening them. The belt shifter, a small lever at the front of the band wheel, is turned to the front to throw the belt from the band wheel.





*It is necessary to know the names and functions of parts of the sewing machine. There are similar parts in all makes of machines.*

**Operate the machine correctly.** A treadle machine is operated by a rocking motion of the treadle. To do this, seat yourself at a comfortable distance from the machine so that your feet are flat on the treadle. The right foot placed on the lower right corner and the left foot placed near the upper left corner of the treadle give a good balance of power. Smooth, even rocking of the treadle is necessary for successful sewing. You should practice this motion with the belt off the balance wheel; this prevents damage to the machine while you are learning.

You will see that as your feet rock the treadle the band wheel is turned. The belt connecting this wheel and the balance wheel turns the latter, which moves the other parts of the machine.

Electric sewing machines do not have a treadle. Instead there is a control operated by pressure of your foot or knee. The degree of pressure controls the speed of sewing.

The best way to learn the parts of a machine is to study the





FAMILY CIRCLE

*Straight stitching is done by guiding the cloth as it moves under the presser foot. Hold the cloth as shown in this picture. Keep hands away from the presser foot for safety.*

drawing on the opposite page and locate the parts as they are described here. After you have become familiar with the picture, locate the parts on a real machine and watch a demonstration of the way they operate.

**Locate the presser foot.** The presser foot is the part that holds the cloth in place for stitching. You will find a lever at the back of the machine which raises and lowers the presser foot. When the presser foot is lowered, it holds the cloth against the feed (or feed dog), a metal piece with a rough surface consisting of many toothlike projections. As the machine is operated, the feed moves



up and back to push the material along so that a line of stitching is made.

**Examine the needle.** Just above the presser foot you will see the needle. Turn the balance wheel by hand very slowly, and you will see the needle lowered and raised through an opening in the presser foot. A machine needle has the eye near the sharp point of the needle instead of at the opposite end as in a needle for hand sewing.

You will realize that when the machine is operating at a high speed the needle comes down with force and could injure your fingers. Be very careful to keep your fingers away from the presser foot and to guide the cloth by holding it several inches in front of the needle.

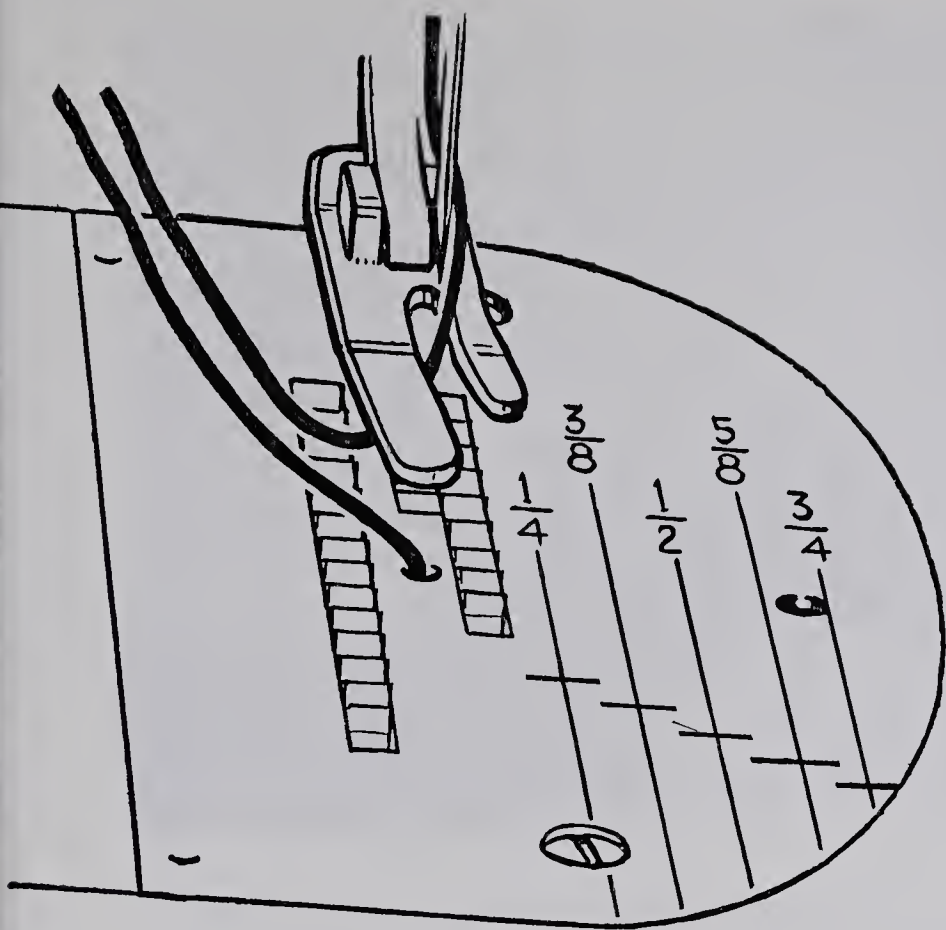
**Practice stitching.** Now that you can treadle the machine and have seen how the needle operates, you may do some practice stitching. Use lined paper or doubled cloth on which you have made some lines of basting. Lift the presser foot; turn the balance wheel until the needle is at its highest point. Place the paper or cloth under the presser foot; turn the wheel to lower the needle into the line on which you wish to stitch; lower the presser foot. Now you are ready to sew.

Use your hand to start the turning of the balance wheel as you begin to treadle. Guide the paper or cloth so that the needle follows along a line. You may need to operate the machine slowly until you learn to stitch straight. You will find, however, that a certain amount of speed is necessary to keep the machine operating smoothly and to prevent its stopping and reversing.

When you are near the end of a line of stitching, slow the treadle and place the palm of the right hand on the balance wheel to stop the machine. Turn the wheel by hand to raise the needle to the highest point, lift the presser foot, and remove the material. The holes made by the needle will show on paper, and you can see how well you succeeded in following the line. You will realize that you must be able to stitch exactly along a certain line to do acceptable sewing.

Next, practice stitching while guiding the material so that the edge of the presser foot follows along a line. The stitching will then be about  $\frac{1}{4}$  inch from the line. The presser foot is a frequently used guide in making garments.





*Some machines have markings on the throat plate which are used to guide edges of seams and hems. These make it possible to stitch seams and hems of uniform width.*

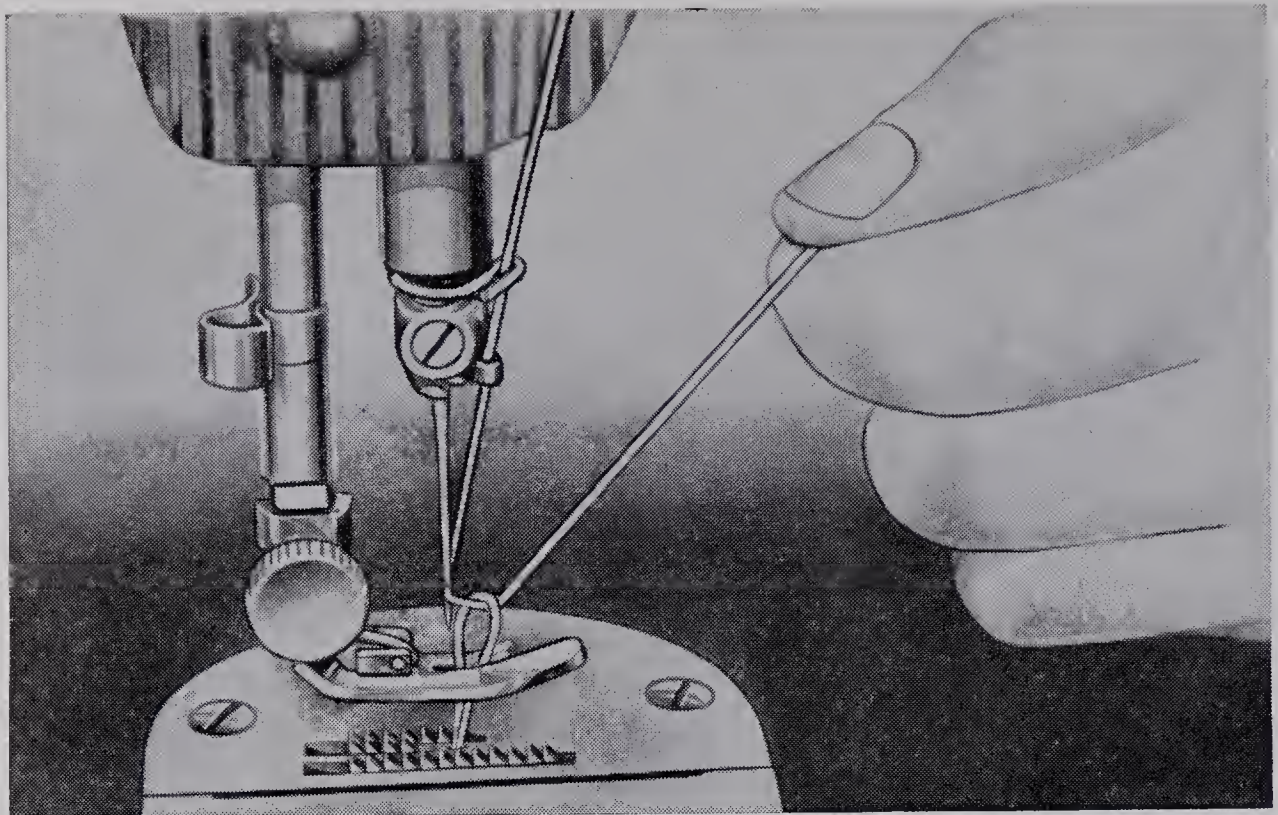
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To turn a sharp corner, stitch to the point at which you want to form a corner and stop with the needle in the cloth. Raise the presser foot and turn the cloth so that the stitching will go forward in the desired direction, lower the foot, and proceed with the stitching.

Draw some circles and curves of various kinds on your practice material; stitch along these lines. You should soon master operating the machine and stitching along straight and curved lines. Now you are ready to thread the machine and really sew.

**Thread the machine.** Refer again to the drawing on page 316. You will see on top of the head of the machine a metal spool pin. Place the spool of thread on this pin. Take the end of the thread between your fingers and pull it to the left. There are several loops of wire through which the thread is carried to lead it to the needle without getting tangled. At one place the thread encircles a spring, the tightness of which may be regulated by turning a thumb nut. The thread is then placed through the opening of a take-up lever which pulls enough thread from the spool to make a stitch each time it is lowered and raised. The thread is then guided by several more wire loops and is threaded through the eye of the needle from left to right. Pull about 4 inches of free thread through the needle. Each type of machine has a particular way of threading which is explained in the manual supplied for that particular make of machine.





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*In preparing to sew, pull the thread through the needle, hold the end of the thread in the left hand, and with the right hand turn the hand wheel until the needle goes down and up again. A loop of the lower thread will be pulled up through the needle hole. Pull this loop until the end of the thread appears.*

**Wind the bobbin.** Most modern machines use two threads, one on top of the cloth and the other underneath. During the stitching, one thread is looped through the other to make each stitch. The lower thread is wound on a bobbin, a small metal spool which fits in a shuttle.

A bobbin winder is attached to the upright part of the head near the balance wheel. Wind a little thread from the spool around the bobbin, and place it on the bobbin winder. The winder is then pulled down so that it is in contact with the belt. A lever can be pulled out or a screw can be turned on the balance wheel to disconnect the needle. You then operate the machine until the bobbin is filled with thread from the spool. Cut the thread, remove the bobbin, push the winder back into place, and push in the lever or tighten the screw on the balance wheel.

The bobbin is placed in a metal carrier called the shuttle. First open the slide that covers the opening through which the shuttle is reached. On some machines, the shuttle may be removed for receiving the bobbin; in others, the shuttle is stationary below the table and under the needle.

About 4 inches of thread is pulled from the shuttle to the



top of the table. The balance wheel is then turned by hand so that the needle is lowered and raised again and a loop of thread from the bobbin is brought up above the table. Pull this loop until the end of the thread appears. Pull both threads toward the back, and close the slide. You are now ready to sew.

A stitch regulator on the upright of the head will adjust the length of stitches. You will need small stitches on fine material and longer stitches on heavy cloth. Try stitching on a scrap of your cloth to be sure that you have the size of stitch that is wanted and that the tension is right for flat, even sewing.

**Finish stitching securely.** When you have completed stitching, raise the needle to its highest point, lift the presser foot, and pull the article being stitched to the back so there are about 4 inches of thread between the needle and the end of the stitching. Cut the two threads in the middle of this length. Pull the thread on the wrong side of the article until a loop of the other thread appears. Pull this thread through to the wrong side. Tie the two threads together twice to form a knot, and cut off the ends.

Another way to fasten stitching is by retracing  $\frac{1}{2}$  inch. When you reach the end of a seam, lift the presser foot, turn the material around, lower the presser foot, and sew back over the stitching  $\frac{1}{2}$  inch. Cut the threads.

**Take care of the machine.** In addition to keeping a sewing machine covered when not in use, it must be oiled regularly. Use oil sold especially for sewing machines. Wipe excess oil and dust from all parts to avoid soiling an article that is being stitched.

Now that you know the principal parts of the machine and the way to operate it, you will find that skill develops with practice. You should check yourself to be sure that you can do the following things:

- 1 Open and close the machine.
- 2 Wind the bobbin and place it in the shuttle.
- 3 Thread the top of the machine.
- 4 Adjust the length of the stitch.
- 5 Adjust the tension.
- 6 Stitch, using the presser foot as a guide.
- 7 Remove work from the machine.
- 8 Oil the machine.



## Putting your ideas to work

- 1 Have demonstrations of opening and threading the machine and attaching the belt.
- 2 After the teacher has worked with three or four members of the class to be sure that these girls know how to operate the sewing machines, they may each help another girl to learn.
- 3 Practice treadling without sewing until you can operate the machine smoothly. Thread the machine and practice sewing on paper. Stitch on guide lines, some straight and some curved. You will soon be ready to stitch a seam on your first sewing project.

## Can you sew a fine seam?

Seams join two pieces of material. Seams must be strong because there usually is strain upon them. The lines that they make in a garment are noticeable and must be even and smooth.

A *plain seam* is made by placing the right sides of two pieces of cloth together, edges even, and sewing by hand or stitching by machine. The width of plain seams varies with the purpose and position of the seam. Most patterns allow  $\frac{5}{8}$  inch for seams. Sometimes  $\frac{3}{4}$  inch is allowed for shoulder and underarm seams that may need to be adjusted to make the garment fit.

Plain seams may be pressed open or turned to one side. Seam edges may be *overcast* to prevent raveling by making slanting stitches about  $\frac{1}{8}$  inch deep and  $\frac{1}{4}$  inch apart along each edge. If the fabric is firm, edges of plain seams may be trimmed with pinking shears.

A *French seam* is made on fine fabrics. Place the wrong sides of the material together and baste the seam. Stitch about  $\frac{1}{4}$  inch outside the basting. Remove basting. Trim the seam close to the stitching and press the seam one way. Turn wrong side out; baste and stitch on the seam line so that the raw edges are enclosed.

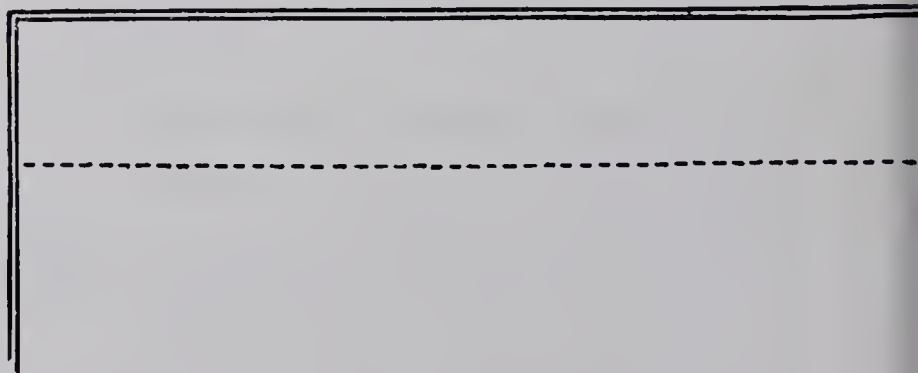
A *flat fell seam* begins like a plain seam with the right sides

### PLAIN SEAM

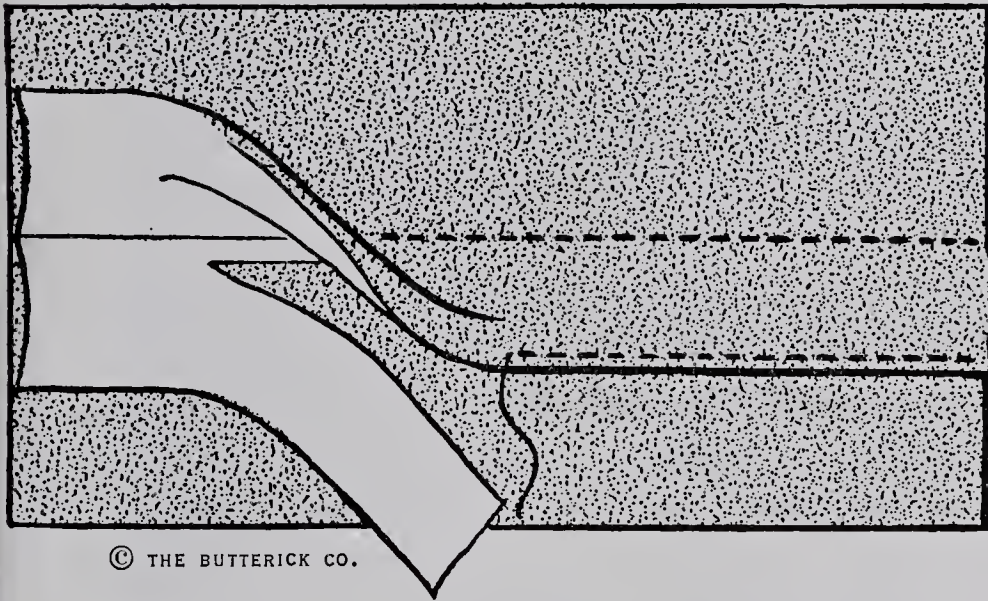
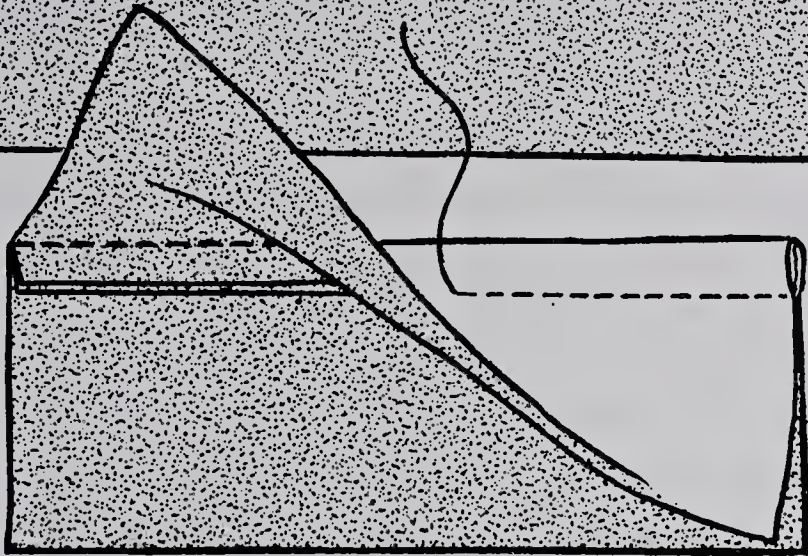
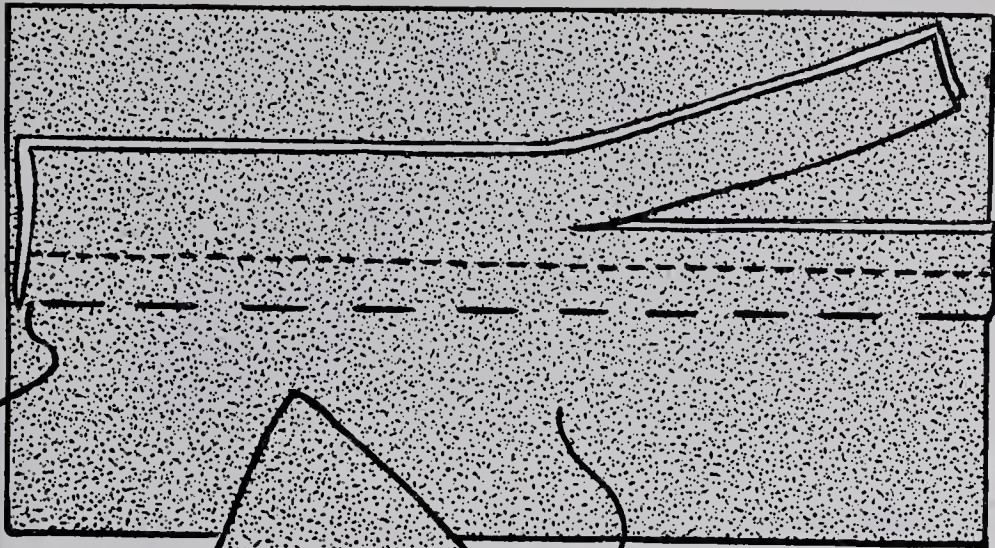
*A plain seam is the simple joining of two pieces of cloth.*

*Place right sides of both pieces together, and stitch the desired width.*

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### FRENCH SEAM

This seam within a seam is used on undergarments, blouses, and dresses of sheer fabric.

**A** Baste along seamline, with wrong sides of fabric together. Stitch  $\frac{1}{4}$  inch from basting. Trim seam close to stitching. Remove basting. Press seam to one side.

**B** Turn seam to inside. Baste. Stitch on seamline. Press. If the first seam has been trimmed closely enough, no raw edges will show on the right side.

### FLAT FELL SEAM

Use this seam on clothes which will receive hard wear. Stitch a plain seam on the right side of the garment. Trim one edge to  $\frac{1}{8}$  inch. Crease the wider edge and turn over the trimmed edge. Baste. Press. Stitch.

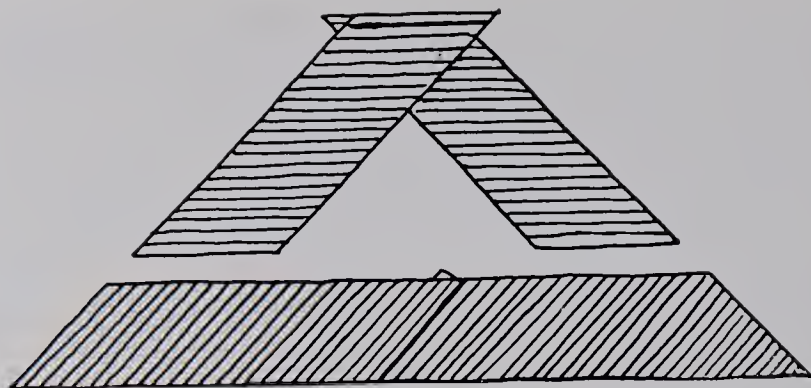
of the garment together. Trim one edge of the seam  $\frac{1}{4}$  inch from the stitching. Turn the wide edge over the narrow edge; then turn down and pin it flat to a single thickness of the cloth. Baste close to the folded edge and stitch. A good flat fell seam is not more than  $\frac{1}{4}$  inch wide and is smooth on both sides. It shows two rows of stitching on the wrong side and one row on the right side.

There are many curved edges that must be finished. These may be the outer edges of some aprons, the armholes of a sleeveless dress or pajamas, and necklines. For such edges it is necessary to



A bias strip is cut diagonally across thread of the fabric. Strips are joined with plain seams on a lengthwise thread. Bias strips stretch to fit curved edges.

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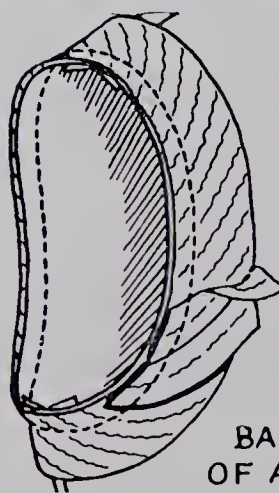


have a strip of material that can be stretched more on one edge than on the other so that it will fit smoothly around the curves. To do this, the material must be cut on the *bias*; that is, it must be cut diagonally across the threads of the fabric.

To form a true bias, straighten the end of the fabric by drawing a thread and cutting the material where the thread is drawn. Measure the same number of inches from one corner on both the cut edge and the selvage. Use a ruler to draw a diagonal line between these two points. This line forms a true bias. Mark as many additional lines parallel to the first one as there are strips needed, marking them the required width. Allow  $\frac{1}{2}$  inch for finishing in addition to the width desired for the bias facing. Cut these strips carefully, and join them with plain seams on a lengthwise thread of the fabric. Trim the seams and press them open.

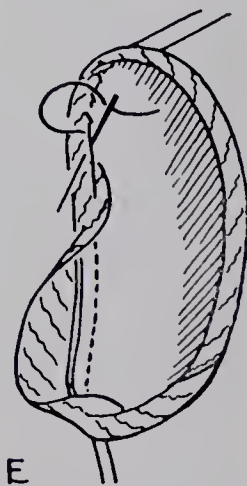
To use a bias strip to bind an edge, baste the strip with right side next to the right side of the garment, stretching the bias edge a little as you baste it in a seam  $\frac{1}{4}$  inch wide. After you stitch this seam, fold the bias strip up and over the raw edge of the seam. Fold in the bias edge  $\frac{1}{4}$  inch, and baste the fold to touch the stitching on the wrong side. Sew with tiny stitches taken through the edge of the fold and the stitching.

Armholes of sleeveless garments are finished with a bias strip. The strip is stitched on the right side of the garment, turned over at the raw edge, and folded in and sewed to the stitching by hand.



BACK VIEW OF ARMHOLE

COATS AND CLARK





## Putting your ideas to work

- 1 Sew a small sampler to show that you understand how to make each of the seams described. Save this sample for reference.
- 2 Cut and join two bias strips,  $\frac{3}{4}$  inch wide. Cut one end of your sampler so that it is rounded. Use the bias strip to bind this edge.
- 3 Examine the clothes that you are wearing. What kinds of seams have been used?

## How do you use a pattern?

Everyone admires the graceful skirt of an Indian squaw dress or the full skirt of a costume for square dancing. Most of the beauty of these copies of early American clothing, however, lies in the bright colors that are combined rather than in the lines of the garment. In the days when these dresses were the only kind available, people did not have patterns by which to cut clothes. Straight skirts and shapeless blouses were the only kind possible unless the person who did the sewing was an expert at designing and cutting.

Now there are commercial patterns that make it possible for anyone to cut well-fitting clothes. In addition, these patterns have instructions that tell how to put the pieces together and how to finish the garment.

**Choose a suitable pattern.** Girls who are learning to sew will do better if they choose a pattern with few pieces. Collars, cuffs, tucks, and similar trimmings, while not very hard to make, are better left for a second sewing project. Study the pattern style books carefully, picture in your mind the parts of each garment, and decide where the difficult places will be. A dress or a jumper with the blouse and skirt cut in one piece, a sleeveless dress, a brunch coat, sleeveless pajamas, and short nighties are all easy to make.

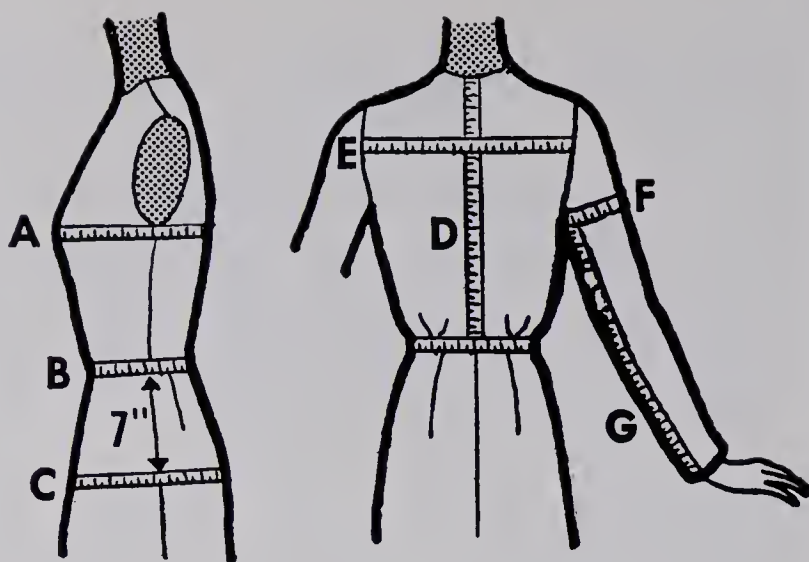
**Measure to determine size.** You will notice in the style book that patterns for children's clothes and for misses are marked according to age, although we know that not all children of any certain age are the same size. A mother often is heard to say, "Betsy is large for her age; she is eight years old, but she wears size ten." Such a difference is true of many girls, especially during the teen years, so it is better to know your measurements and to buy a pattern of the right size, even though the age indicated may not be your own age.

Have someone help you to take your measurements. The bust,



When ordering patterns for women's dresses or coats, order by bust measure. Do not order a larger size for a coat, as the pattern is made to fit over the dress or waist.

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- |  |                     |
|--|---------------------|
| Measure around bust—a little higher in the back.   | A BUST              |
| Draw the tape around the natural waistline.        | B WAIST             |
| Measure around hip—about 7 inches below waistline. | C HIP               |
| Measure from nape of neck to waistline.            | D BACK WAIST LENGTH |
| Measure across back—about 4 inches below neck.     | E ACROSS BACK       |
| Measure arm—about 1 inch below armhole.            | F ARM GIRTH         |
| Measure from armhole to wrist.                     | G UNDERARM LENGTH   |

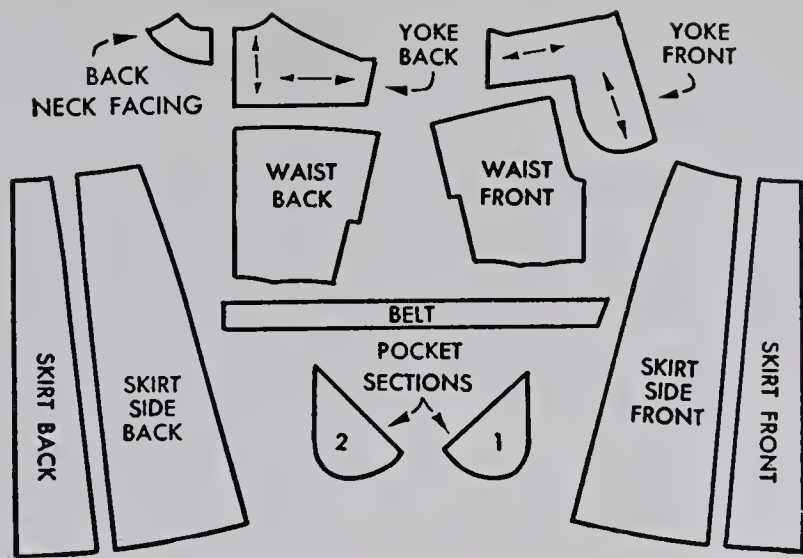
Note: For length of dress, skirt, coat, or cape, refer to pattern envelope. Be sure to have correct length before cutting material.

waist, and hip measurements are the important ones in buying a pattern. For the bust measurement, place the tapeline around the fullest part of the bust. The waist is measured at the smallest part of the body, and the hips are measured 7 inches below the waistline. The chart on this page shows how to take measurements for women's, misses', and junior sizes. Make a record of these measurements so that you may compare them with those indicated for each pattern size. Buy the pattern that most nearly matches your measurements. If you do not match very well, buy a pattern for your bust measure, as it is easier to adjust the waist and hip measurements.

You will want to know the name of the company that makes the pattern, the number of the style, and the size that you want when you go to buy it.

There usually are two or three pictures on the pattern envelope showing different ways the pattern may be used. These pic-





*Check the pattern pieces before you cut your material.*

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tures, called views A, B, and C, often show ways to use the pattern with two different materials or with different collars or styles of sleeves.

Select the view you wish to use for making your garment. You will find a chart on the envelope which indicates how much material of various widths is necessary for cutting each view. Buy buttons, slide fastener, trimmings, thread, and other necessary materials at the same time, so that colors will match and you will have everything when you are ready to use it.

**Identify pieces of the pattern.** Remove the pattern from the envelope, and unfold it carefully so that you can compare the pieces with the chart showing all parts. If there are pieces that are not needed for the view that you intend to make, refold them and put them back into the envelope. When sewing at school, you should write your name and class on every piece of your pattern so as to avoid confusion with patterns belonging to your classmates.

There are two types of patterns that may be purchased. One type has symbols made by perforations (small, round holes) cut in the pattern. These perforations tell you how to place the pattern on the material, and they indicate darts and seams. The other type of pattern has directions printed on every piece telling how to place that piece on the material, the seam allowance, and where to sew. Both types of patterns have notches on the edges which are to be matched when pieces are joined.

**Check the pattern for size.** Match the notches, and pin parts of the pattern together so that you may try it on to be sure the size is correct. When the pieces are pinned together you will have one-half of the garment or, in other words, a garment for one side of a person. The reason for this is that, in cutting, the main pieces



of the pattern are laid on a double thickness of material, thus making the two sides exactly the same.

Put one arm through the armhole very carefully since the tissue paper tears easily. Hold the pattern so that the center edges are exactly in the center of your back and front. Have your teacher help you to check the width across the back at the shoulders, the length of the shoulder seam, and the waistline and hipline. Note whether the skirt is the right length to provide for a hem about 2 inches in width. If alterations are needed, they should be made in the pattern.

### **Putting your ideas to work**

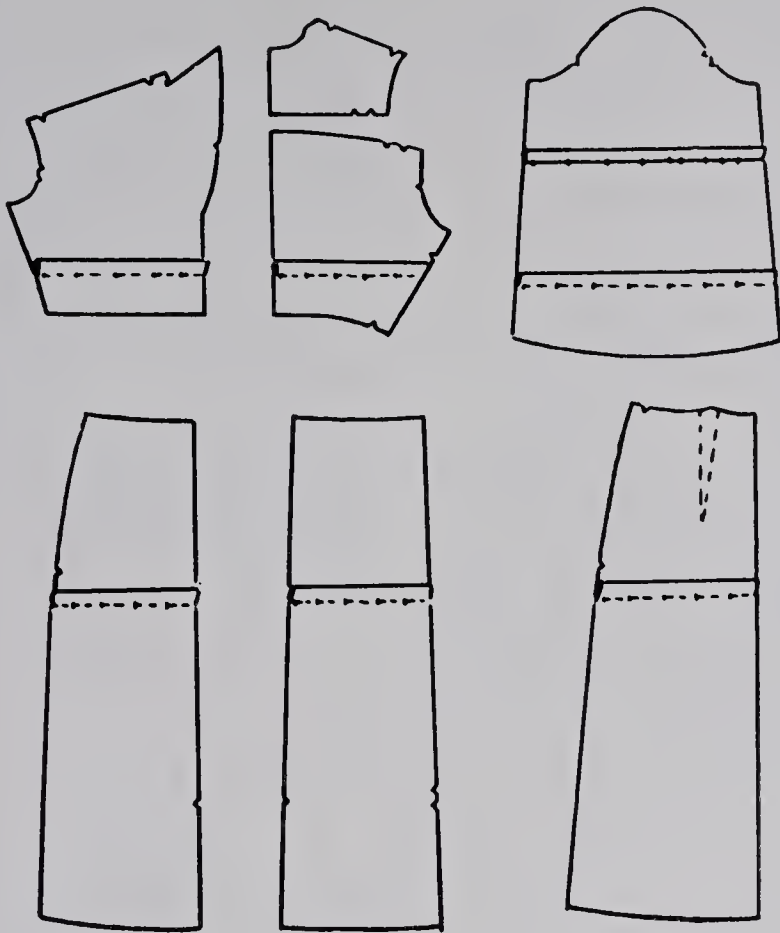
- 1 Examine patterns of several different manufacturers. Note the printed directions on some and the perforations on others. Learn the meaning of the perforations and notches.
  - 2 Working in pairs, have careful measurements made of your bust, waist, and hip sizes. Record these measurements carefully.
  - 3 Compare your measurements with those in the table of sizes on patterns. Determine the size that is nearest to your measurements.
  - 4 After you have purchased a pattern, read the directions carefully. Remove the pattern from the envelope, and separate the pieces that you will want to use. Write your name on each of these pieces. Fold and replace in the envelope the pieces of the pattern that you will not use for the garment that you intend to make.
  - 5 Pin the parts of the pattern together, matching notches and allowing the seam width that the pattern indicates.
- Now you are ready for the teacher to help you to check the size by fitting the pattern on you.

### **How do you alter a pattern?**

If you have compared your own measurements with those given in the table of sizes for the pattern and have bought a pattern of the right size, there usually is no need for much altering. When altering is necessary, it is better to do it within the pieces of the pattern rather than by increasing or decreasing the size at the seamlines. Unpin the pattern after you have tried it on, and then make any alterations needed.

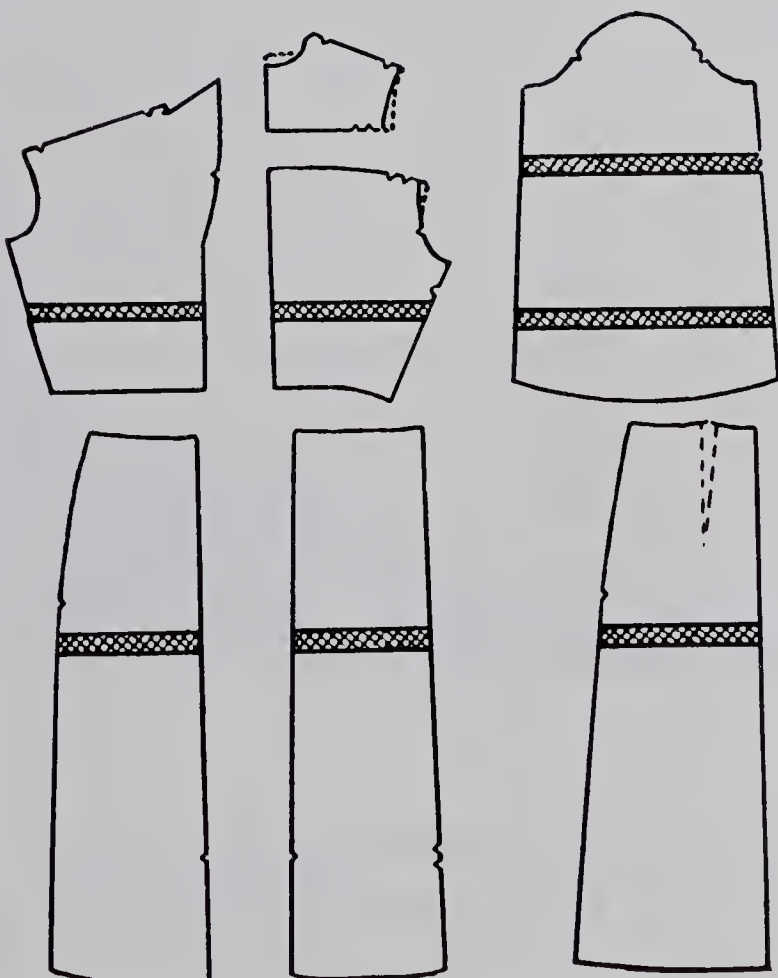
**Decrease size by folding the pattern.** If the waist, skirt, or sleeve is too long, make a tuck across the width of the pattern to shorten it the desired amount. A waist pattern is shortened between the armhole and the waistline; an elbow-length sleeve, between the armhole and elbow; a full-length sleeve, both above and below the





COATS AND CLARK

*To make a pattern smaller, tucks are folded through the center of the pieces. This does not change the shape of the pattern.*



COATS AND CLARK

*A pattern is enlarged by cutting and spreading pieces apart the required amount. This method keeps the original proportions of the pattern.*



elbow; a skirt, below the hipline. Remember that a tuck shortens a pattern an amount equal to twice the width of the tuck. If you make a tuck  $\frac{1}{2}$  inch wide, it will shorten the pattern 1 inch.

If a pattern is too large, tucks are made lengthwise, through the center. In this case, the fold should be only  $\frac{1}{4}$  of the amount desired to decrease the size, since the pattern is for both sides of the garment. A tuck  $\frac{1}{4}$  inch wide will take 1 inch off the width of a blouse.

**Increase size by spreading the pattern.** The size of a pattern is increased by cutting it at the places just described for placing tucks to make it smaller. After cutting a piece of the pattern, separate the halves and fasten them by pinning on a strip of paper that will allow them to spread the desired amount.

#### **Putting your ideas to work**

- 1 Use pieces of an old pattern to practice making tucks to decrease the size. Shorten the sleeve, shorten the length of the blouse, and shorten the skirt.
- 2 Cut a piece of an old sleeve, waist, or skirt pattern and insert a strip of paper to show how you could increase the size.

#### **How do you cut a garment?**

The instruction sheet that will be found with every pattern has cutting layouts for all sizes. Find the drawing that shows how to lay pieces for the view you want to make, for the width of the material you have, and for the size of your pattern. Circle that layout with a pencil mark so that you can refer to it easily.

**Straighten the material.** Many cotton materials have had added a little sizing or starching and have been pressed by running it between hot rollers. Often the material has gone through this process in such a way that the threads have been pulled out of their usual position at right angles to one another. Stretching the material across its width will pull the threads back into position and straighten them so that the cutting can be accurate.

**Follow the layout guide.** Spread the material on a table so that you may lay on it the pieces of the pattern as the layout guide shows. Note the pattern markings that indicate edges that should be placed on a fold of the cloth. With pieces that are marked for placing on the lengthwise of the cloth, measure with a tapeline to be sure that both ends of the mark are the same distance from the selvage of the cloth.





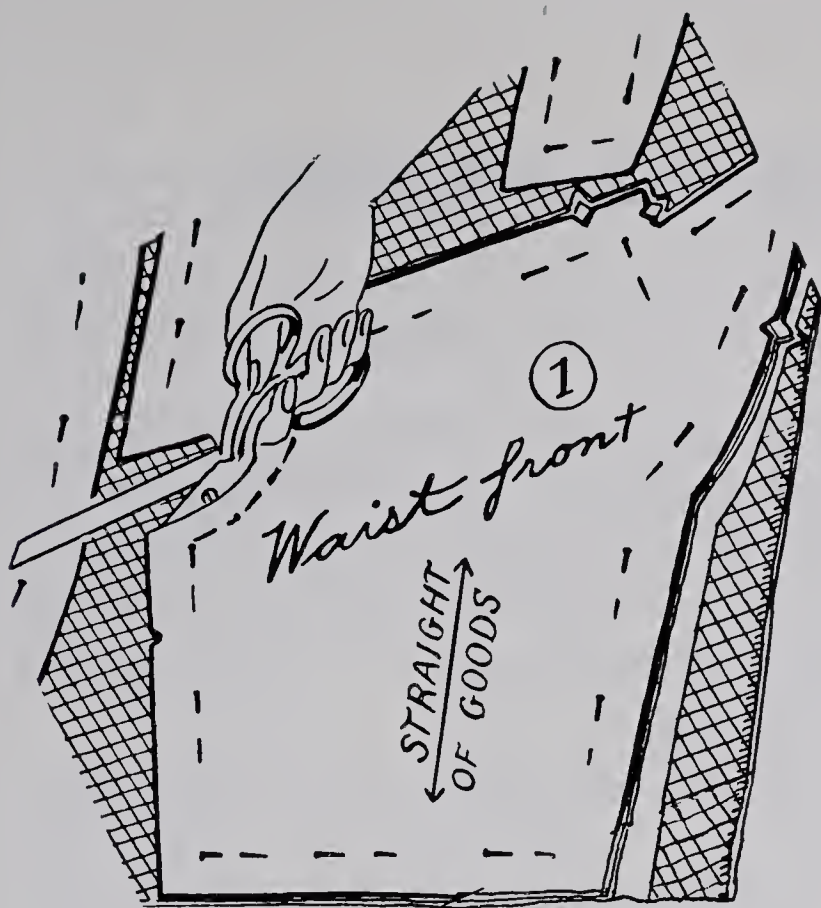
FAMILY CIRCLE

*A solid, flat surface—the floor will do—is needed for cutting. The large, simple pieces in a skirt pattern make this an ideal garment to try first.*









Notches should be cut so that a point extends out from the pattern. Never cut into the piece to make a notch. Notches are matched when pieces are sewed together for a garment.

COATS AND CLARK

When all the necessary pieces are placed, use one or two pins to hold each piece in place until the teacher can check your layout. When it has been approved, carefully pin each piece of the pattern. Pin along straight edges first, placing pins where seams will be made. Spread the pattern smoothly from the pinned edge and pin along all other edges. Check once more with the pattern layout to be sure that all pieces are there and in the right position. Remember! At this point it is possible to correct mistakes; after you begin cutting, it may be too late.

**Cut accurately.** Hold the pattern and material flat against the table with one hand while you make long, even cuts with the shears with the other hand. Cut along the exact edge of a perforated pattern or along the cutting line of a printed pattern.

Notches on the edges of patterns should be cut so that a point of cloth extends out from the pattern at the point indicated for a notch. Never cut into the material to make a notch; there is danger of cutting too far.

### Putting your ideas to work

- 1 Take two pieces of pattern from a collection of old patterns. Study these pieces, noting perforations or directions. Pin the pieces on cloth,
- 2 Straighten your own material, and pin on your pattern according to the layout that you have chosen.



## How do you put pieces of a garment together?

Follow the pattern instruction sheet in the order it indicates for the sewing to be done. Remove the pattern from each piece as you use it.

If there are markings for tucks, pleats, darts, or similar kinds of construction, use a thread different in color from the cloth and take two small stitches through each marking, looping the thread between stitches. Cut the thread, leaving ends about 3 inches long. Remove the pins, carefully pull the two pieces of cloth apart a little, and cut the threads between.

Remove the pattern, fold it, and replace it in the envelope. There will remain in the cloth rows of little threads, called *tailor's tacks*, which indicate the perforations or markings on the pattern. These will stay in long enough for you to pin and baste the garment.

Match the markings you have made with the threads, and pin carefully and baste all darts, tucks, and similar constructions.

**Careful pinning saves sewing.** When the instructions tell you to join two pieces of a garment, match the notches and place pins at right angles to the seam. Baste over the pins so as to make a seam the width that is allowed by the pattern.

At every step check carefully with the directions. Do all that you can independently, but have the teacher check your work before you stitch. It is not difficult to change pinning and basting when necessary, but it does take time to rip out machine stitching. Be sure that you are right before you stitch. As you develop skill, you will develop speed and accuracy, but it always is wise to have the teacher's approval before you proceed.

After stitching a seam, press it before you take the next step. The instruction sheet will indicate whether to press open the seam or to turn both sides in the same direction as you press the seam flat.

### Putting your ideas to work

1 Study a pattern and write a list of the steps of construction in the order that you think they should be

made. Have your teacher check this list before you begin to sew.

2 As a class group plan a score by which you will grade the first garments that you make. Decide on the features that you consider most



important, and assign them a value. Do the same with less important features.

3 Use the score to grade your own garment. List the skills you have learned in making this article.

### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 20, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |                  |  |
|------------------|--|
| 1 apparel        | A Result of changing; modification.                            |
| 2 alteration     | B To sew loosely or temporarily.                               |
| 3 baste          | C A diagonal line across a fabric.                             |
| 4 bias           | D Cloth.   |
| 5 bobbin         | E To sew together.   |
| 6 material       | F A very thin filament made by spinning fibers.                |
| 7 needle         | G An article for sharpening needles.                           |
| 8 notch          | H Line formed by sewing together two pieces of cloth.          |
| 9 overcast       | I Pulling threads of cloth so that they are even and in line.  |
| 10 pattern       | J A V-shaped cut.  |
| 11 placket       | K Clothing or garments.  |
| 12 portable      | L Easily moved.  |
| 13 scissors      | M A slit or opening in a garment.                              |
| 14 seam          | N A small cutting instrument.                                  |
| 15 selvage       | O A cap or cover to protect the finger.                        |
| 16 tension       | P Long, slanting stitches over a raw edge to prevent raveling. |
| 17 straightening | Q A small instrument to carry thread in sewing.                |
| 18 thimble       | R A device to produce a desired pull on thread.                |
| 19 thread        | S Edge of a fabric woven to prevent raveling.                  |
| 20 treadle       | T A lever pressed by the foot to drive a machine.              |
|                  | U A guide or model for making things.                          |
|                  | V A spool or reel used to hold thread.                         |

*A FURTHER TEST: After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Can you make a dress?

Sewing is interesting because every new garment is a challenge to the person who is making it. If you are repeating a project, such as making a second apron or a slip, you may have several objectives besides that of completing the additional garment.

You may want to see whether you can make it more independently, with less direction from an adult. You may want to complete the work more quickly. For example, if the first skirt took you three weeks to make, perhaps the second one can be made in two weeks. You may want to improve your skill so that the stitching is more even and every part is finished more expertly. You may want to use the same pattern but change the trimming so that the second garment looks entirely different.

All of these objectives are possible to attain. Every new sewing project should show improvement in your skill, just as you expect to play the piano or to type better with practice.

You may be so successful in making your first simple garment that you and your teacher will decide that you should try to make something more difficult. This difficulty may arise from the kind of material that is selected or from a more complicated construction.

There may be pleats, darts, yokes, pockets, collars, or other problems that you did not have to solve on the first garment. You may make sleeves that must be set into an armhole, or you may need to make a smooth hem in a circular skirt whereas the first hem was made on a straight edge. These new problems keep sewing from being monotonous.

As new styles and materials appear with each new season, there are more processes to learn. Before you select the next sewing



project, note the new skills that it will require and list the items in which you are going to try to improve. Plan a schedule of the time in which you will try to complete each part of the work. Make a record of your progress each week.

### **What problems do materials present?**

Some fabrics are firm and do not ravel. These are easy to sew and do not require much finishing of seams. Other materials present many problems, some so difficult that only experienced seamstresses should attempt to use these fabrics.

**Some materials stretch easily.** Loosely woven materials and those that are very soft stretch easily. Patterns must be placed with pins close together, and several heavy objects must be set on the fabric to prevent stretching and getting the parts out of shape while you are cutting the garment.

Wherever there is a curved cut such as a round neckline or an armhole, a row of running stitches should be made near the

FAMILY CIRCLE



*Study the pattern and the directions for cutting and putting pieces together. If you follow the guide carefully, you can make a dress of which you will be proud.*





E. H. SHELDON EQUIPMENT CO.

*Plaid and figured fabrics present problems in matching. The pattern must be placed so lines continue unbroken in the garment. Class demonstrations help girls to see the effect of lines.*

edge as soon as the cutting is done. The thread is drawn so as to pull the edge in slightly and prevent stretching.

Such materials often ravel easily. Seams must be overcast or finished so that there is no raw edge of the fabric exposed. While sewing on materials that stretch or ravel easily, hold the bulk of the garment on your lap or place it on a table so that there is no weight pulling on the fabric. Finish the seams as soon as possible.

**Designs and plaids must match.** Stripes, plaids, and checks present problems of matching. Where two pieces are joined, as in making a skirt, it is important that spaces between stripes be uniform and that horizontal lines continue unbroken. This requires careful planning when placing the pattern and cutting the fabric.

If material has a printed design, you may need to watch out for several things. If it is a small, all-over design, with no definite up or down, it may be handled the same as a plain material. If the designs point in one direction or if the designs are large, the pattern pieces must be laid on the cloth so that the tops face in the same direction. Be sure that pieces of a pattern that will be joined are placed so that notches for seams are on the same line of a plaid or corresponding parts of a design. Large designs should





DALLAS INDEPENDENT SCHOOL DISTRICT

*Each girl marks the hem for her partner. All the care expended on the rest of a dress will be useless unless the hem is even.*

be centered on the front and back of a blouse and should appear at the same location on both sleeves. To deal with problems such as these, you may often require a longer length of material than usual in order to allow for matching the designs or plaids.

### Putting your ideas to work

1 Examine a number of pieces of cloth. Note those that are firm and

those that stretch easily. Learn the names of fabrics in both classes.

- 2 Join two pieces of a striped material so that the stripes match.
- 3 Observe a demonstration of placing



- a dress pattern on plaid material.
- 4 Use a roll of figured wallpaper with which to practice placing a dress pattern so that designs are centered on the blouse and at corresponding points on the sleeves.
  - 5 Use plaid gingham to make collar and cuffs for a blouse.

### **What do you need to know about construction?**

There are a number of problems in garment construction that you will need to handle at some time. These are described here so that you will have a resource to turn to when you need help.

**Hems must be measured.** The hemline of a skirt should be a uniform distance from the floor all around. It is best to have help in establishing the right length. In class, partners may work together, each girl marking the hem for the other.

The skirt should be fastened, and if there is a belt it should be worn so the skirt will hang in the natural way. Use a skirt marker or a yardstick to measure the desired distance from the floor. Mark the line with pins every 3 or 4 inches, placing pins parallel to the lower edge of the skirt.

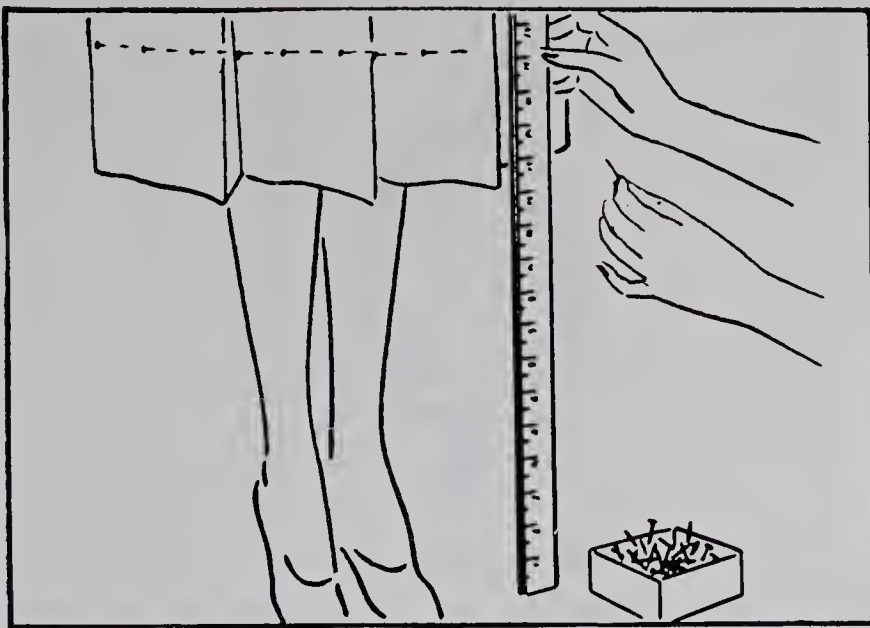
Remove the skirt, turn the hem along the marked line, pin, and baste. Measure the narrowest width on the material that is turned up; this usually determines the width of the hem. Most hems are made 2 to 3 inches wide. Make a gauge by cutting a notch on the long side of a piece of cardboard about 2 by 6 inches. This will be easy to use for measuring the hem so that you may cut it a uniform width.

Hems on lightweight materials may be turned in  $\frac{1}{4}$  inch and basted flat to the skirt. If the edge of the hem is wider than the part of the skirt against which it is turned, make a number of small pleats to take care of the extra fullness in the hem. Pin and baste the hem, and slip-stitch it so that the sewing is scarcely visible on the right side of the garment.

When the fabric is heavy so that a turned-in edge on a hem would be bulky, a ribbon seam binding is basted and then stitched to the cut edge of the hem. The opposite edge of the ribbon is then slip-stitched to the skirt. Hems seldom are stitched by machine.

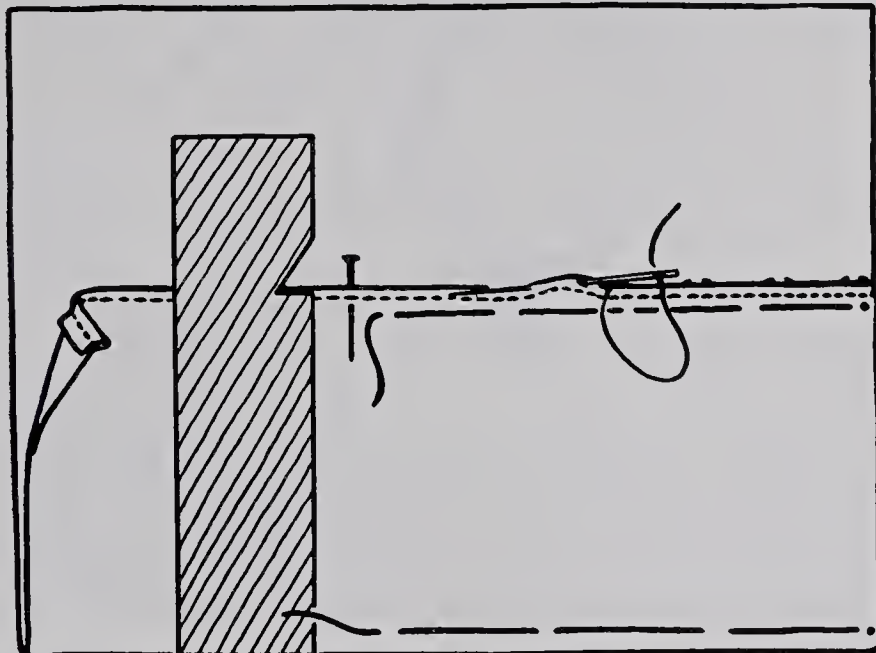
**Darts help to make a garment fit.** Darts are small triangles of material stitched so as to withhold some fullness in a garment. Darts are indicated on a pattern by perforations. Fold the fabric so that the perforations meet. Baste from the point to the open





COATS AND CLARK

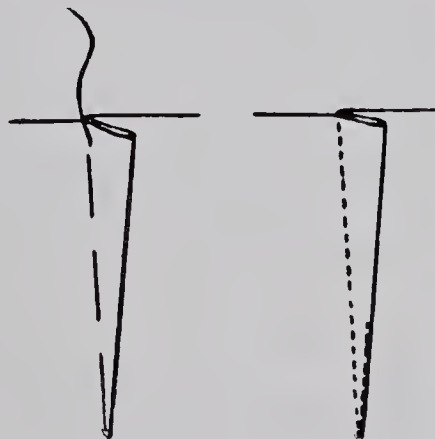
Skirt length may be measured with a yardstick and marked with pins. Place the pins parallel with the floor, and turn the hem on the line of the pins.



COATS AND CLARK

Cut a notch in a piece of cardboard for a gauge to measure the width of the hem. Hold the gauge against the hem just ahead of the place you are pinning or sewing.

end. Stitch on the line of basting so that the fold gradually diminishes to nothing at the point. Tie the threads in several square knots at the point. Darts may be pressed to one side, or the fold may be cut and the sides pressed open.

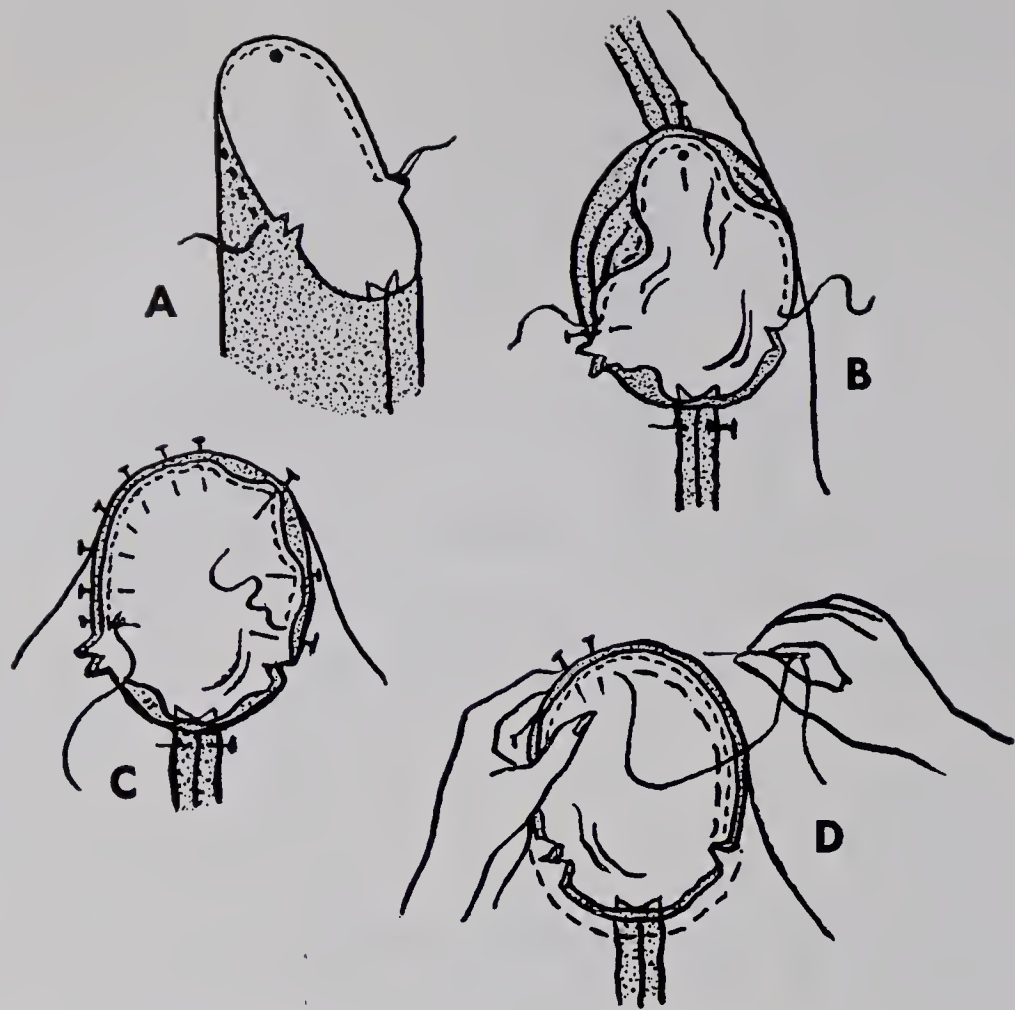


Darts are used to take out fullness. The fabric is folded to match the perforations. The triangle which is formed is basted. The dart is stitched from the open edge to the point and back on the fold about an inch.

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**Sleeves must be set in carefully.** Patterns for sleeves and for the armholes into which the sleeves are sewed have notches to be matched. After you join the seams of a sleeve, you will see that it is larger than the armhole, so the upper edge between notches should be gathered. Set the sleeve into the armhole, matching the notches, and pin. Hold the garment so that the inside of the blouse and of the sleeve are toward you.





## SETTING IN SLEEVES

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- A** Make a row of gathering stitches  $\frac{1}{8}$  inch from edge of sleeve head.
- B** Holding the sleeve toward you, put the sleeve into the armhole, matching notches and seams at underarm. Place pins as shown, having them point into the armhole. Now pin medium dot at top of sleeve to shoulder seam.
- C** Pull gathering thread, easing fullness to fit armhole but keeping about  $\frac{3}{4}$  inch across top of sleeve smooth. Fasten the thread by winding it around a pin. Begin adjusting the fullness evenly around top of sleeve, placing pins at  $\frac{1}{2}$ -inch intervals as illustrated.
- D** Holding sleeve toward you, lay seam over your forefinger. Baste sleeve in armhole with small stitches, taking out one pin at a time. Stitch seam. Trim and press toward sleeve. In this method no shrinking is necessary.



**EASING  
FULLNESS**

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When a larger section of fabric is to be "eased" or fitted to a smaller one, match the notches with full side up and pin the two layers of fabric together, placing the pins at right angles to the cut edges. Divide and pin the remainder of the ease at equal intervals. Baste; then stitch the seams.





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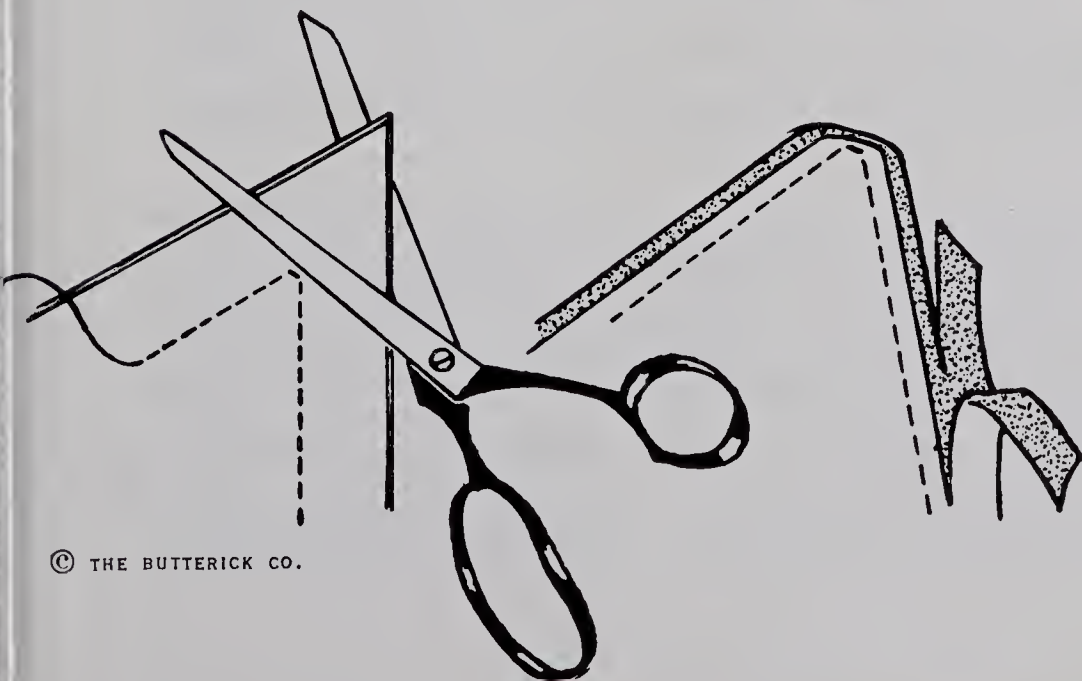
*When the neckline is finished without a collar, baste the facing to the neckline of the blouse with right sides of the fabric together. Clip the seam three or four places where the curve is greatest, so it can spread when the facing is turned to the wrong side. Turn in the edge of the facing, and stitch. Slip-stitch the facing to the blouse.*

Draw up the gathering thread until the sleeve fits the armhole. Distribute the gathers evenly, and pin at  $\frac{1}{2}$ -inch intervals. Baste the sleeve on the line allowed for seams, and stitch.

**Necklines and collars are tricky.** There are a number of ways that necklines may be finished. Those that do not have collars are faced. Many patterns include a piece for the facing which fits the neckline exactly. Join the shoulder seams of this facing, press open, turn the outer edges to the wrong side about  $\frac{1}{2}$  inch, and stitch.

Baste the right side of the facing to the right side of the blouse. Stitch around the neckline and along any extended opening there may be. Clip the seam three or four times where the curve is greatest, so it will not pucker. This is done by making cuts straight in from the edge to about  $\frac{1}{8}$  inch from the stitching. Be careful not to cut too far. Turn the facing inside, baste, press, and slip-stitch.

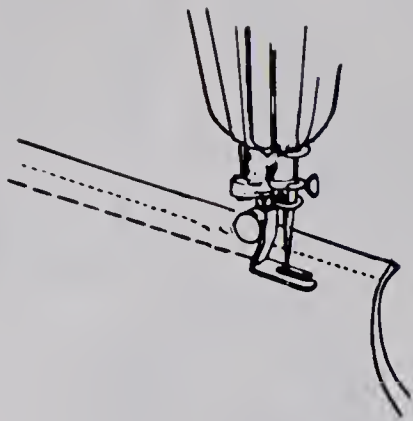
#### STITCHING AND TRIMMING POINTED SEAMS



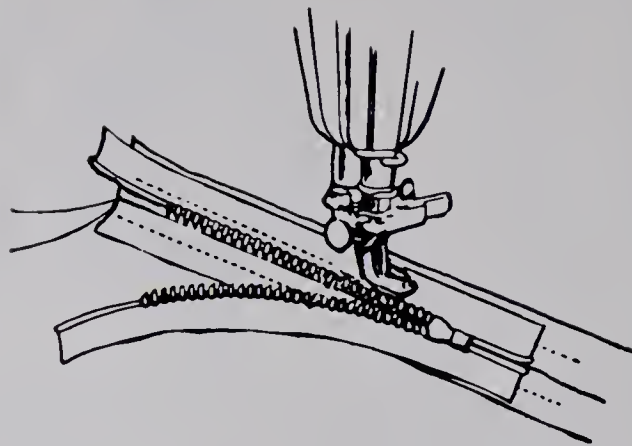
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*When stitching a pointed seam, be sure to make one stitch across the point. After stitching, cut across point and trim seams, cutting one slightly narrower than the other, as illustrated. When turned to the right side, the point will be sharp.*

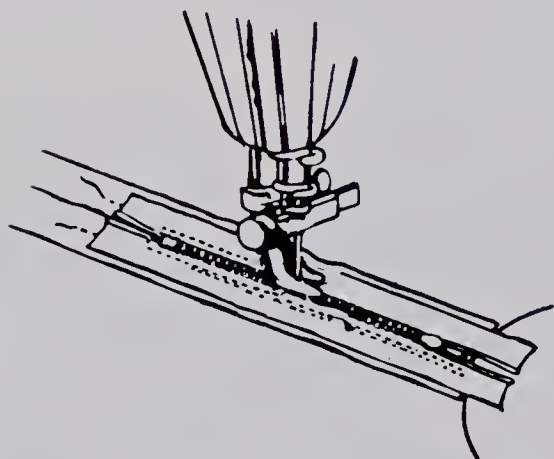




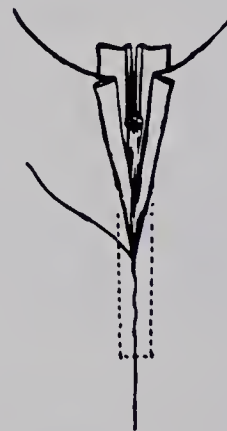
1 *Machine-baste (long stitch) placket opening. Press seam open.*



2 *Open zipper. Place face down with edge of teeth at seamline and bottom stop at end of basting. Stitch to seam allowance with zipper foot.*



3 *Close zipper—center rests face down on seamline. Stitch down one side, across end and up other side.*



4 *Press application. Remove machine basting from seamline.*

© THE BUTTERICK CO.

Most collars and cuffs are cut double. Place the two layers of a collar with right sides facing. Baste and stitch around the outside, leaving only the neckline open. Trim the seam so as to leave it about  $\frac{1}{4}$  inch wide. Turn the collar right side out, baste the edge, and press.

Pin and baste the finished collar to the neckline. Have ready a bias strip  $\frac{3}{4}$  inch wide. Baste the bias strip, with right side next to the collar, at the neckline edge, leaving about  $\frac{1}{2}$  inch free at each end for finishing. The bias material may be stretched slightly so that it fits smoothly around the curved neckline. Stitch the seam and turn it to the inside of the garment. Turn in the edge of the bias strip and baste it flat to the blouse. Turn in the ends of the



bias strip as you slip-stitch it. Cuffs are made and attached to sleeves in the same way that the collar is made and sewed to the blouse.

**Slide fasteners are easy to attach.** Slide fasteners are so convenient and make such smooth closings on a garment that they are used more commonly than buttons, snaps, or hooks and eyes.

The color of the slide fastener should match or harmonize with the color of the garment. There are several types and weights of slide fasteners, one to fit each need. A skirt fastener is open at the top, is made of medium-weight metal, and has a lock so that the slide cannot be moved when it is flat against the fastener. A dress fastener for an underarm placket closing has a bridge top which holds two sides of the fastener together at the top and thus prevents pulling of the seam above the placket.

Most seams in dresses or skirts of cotton material are wide enough so that a slide fastener may be applied directly to the seam. Silk, rayon, and wool fabrics, which you may use when you become a more expert seamstress, will need to have seams faced with a straight strip of material.

Place the right side of the fastener against the wrong side of the basted seam which has been pressed open. Baste and stitch around the metal slide as shown in the illustrations on the opposite page.

### Putting your ideas to work

- 1 After talking with your teacher and your mother, decide upon the garment you will make. Select the pattern, and determine the amount of material. Buy the thread, trimming, slide fastener, and everything else that will be necessary. Read the directions on the pattern, and make a plan for your work similar to that on pages 344-345.
- 2 When the garment is completed, write the following information on a card which you will pin to the article when you submit it for final evaluation:

Date garment was cut  
Date it was finished

Name of material  
Number of yards of material  
bought

Cost per yard

List of thread, trimming, and other  
purchases with their cost

Name of pattern and cost

Total cost of garment

- 3 Arrange an exhibit of all garments made in class with the cost cards attached. Let each girl tell about the special problems that she had in making her garment.
- 4 Have a fashion show in which each girl wears the garment that she made. Shows may be conducted in many ways; class members will have original ideas to suggest. Some suggestions follow:

a Girls may wear their garments in

*(continued on page 346)*



# Sewing assembly line at a glance



Stitching follows the line marked by pin, hand, or machine basting. Arrows show directions for basting and stitching.



Each seam is pressed before being crossed by another seam, but not necessarily right after stitching.



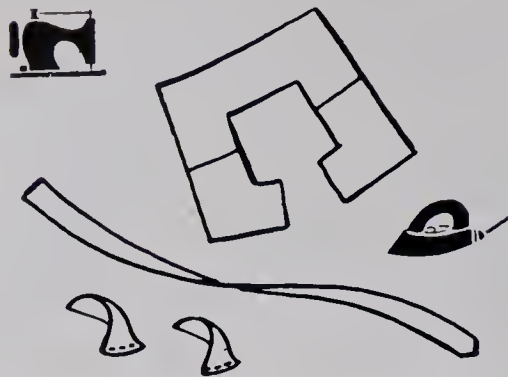
This means basting for fitting only, not preparation for stitching. Seams basted for fitting are shown with gray lines.



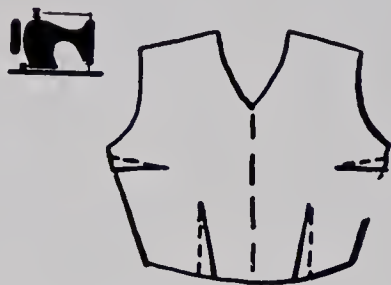
For fitting, the garment is completely assembled, partly stitched, and partly basted, as shown.

COATS AND CLARK

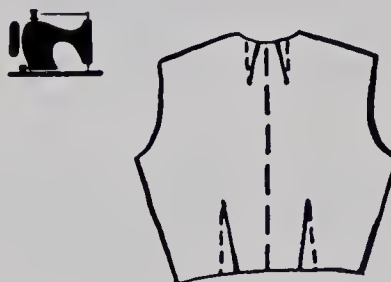
## Bodice complete each part



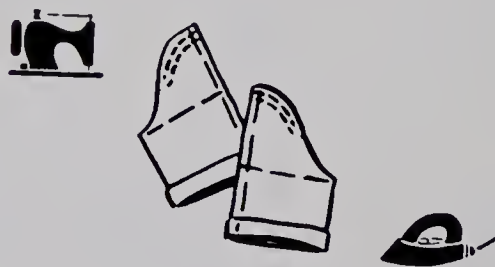
Make collar, belt, shoulder pads, etc.



**Front** If the front consists of more than one section, sew the sections together. Finish all details: darts, tucks, bound buttonholes, etc.

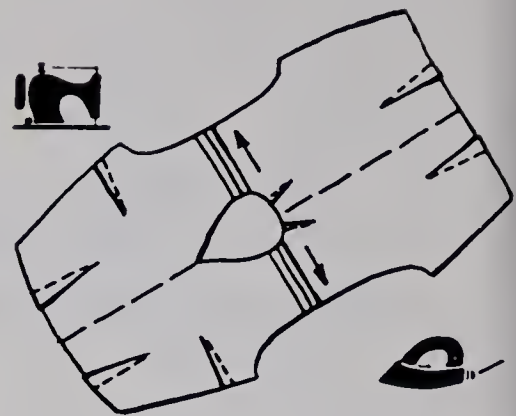


**Back** If the back consists of more than one section, sew the sections together. Finish all details: darts, tucks, etc.

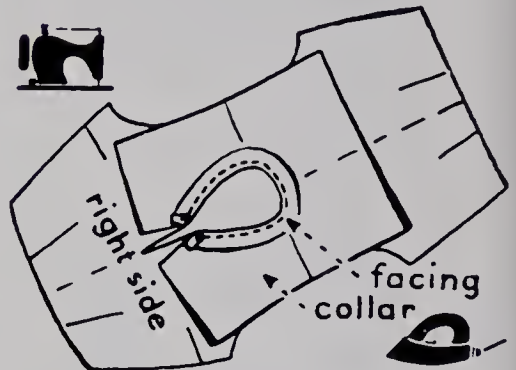


**Sleeves** Stitch sleeve seam. If sleeve is long and fitted, seam may be basted until first fitting. Press all stitched parts.

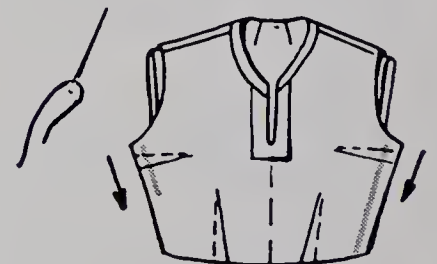
## Bodice assemble parts



Stitch shoulder seams.



Finish neck.



Baste side seams, leaving placket opening on left side if necessary.

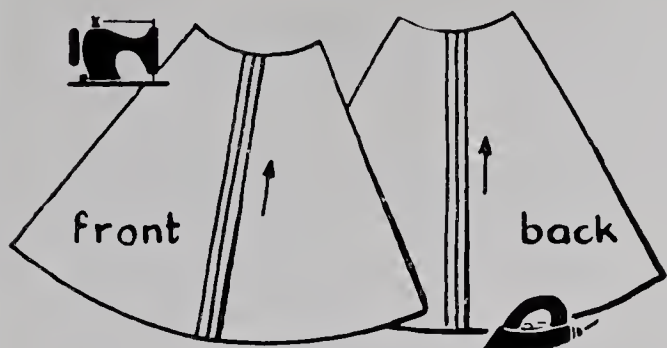


Baste sleeves into armholes. Place on hanger.



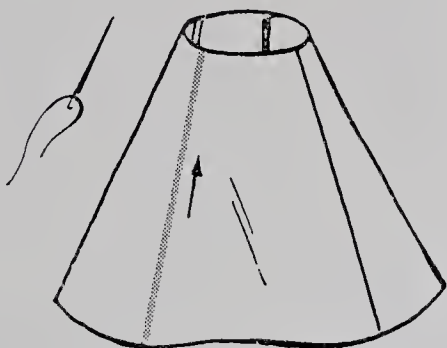
## Skirt

complete parts and assemble



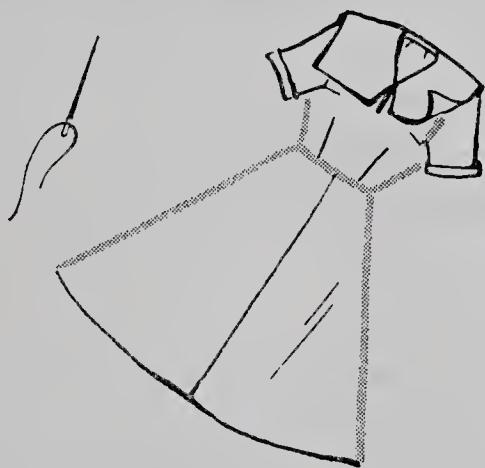
**Front and back** If back or front consists of more than one section, sew sections together. Finish all details.

Pin and baste side seams, leaving placket opening on left side if necessary.



Join skirt to bodice

Baste waistline seam.

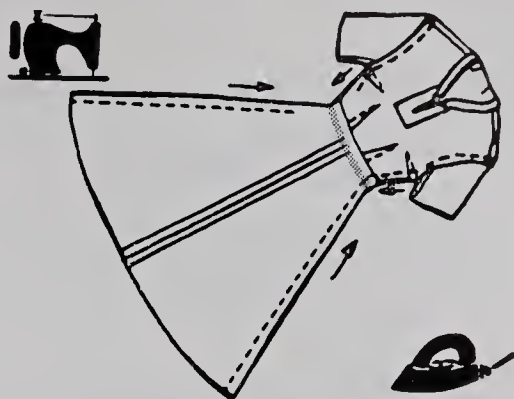


Fit the garment

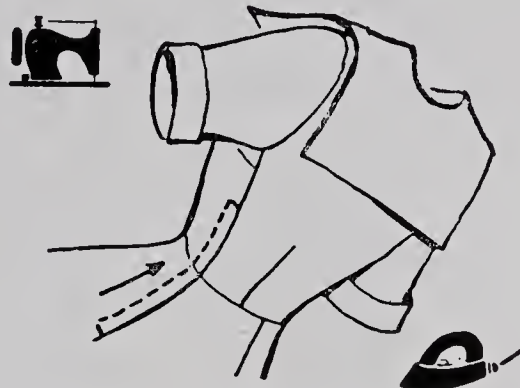
Try on the garment. Pin in shoulder pads. Check sleeve length and belt length. Fit garment at basted seams only. If corrections are necessary, mark with pins; rebaste and try on again.



## Complete and finish garment



Stitch side seams on bodice. Sew in sleeves. Stitch side seams on skirt. Where seams cross, basting will have to be removed for a few inches.



Stitch waistline seam. Put in zipper. Sew in shoulder pads; make belt loops; make worked buttonholes if called for; sew on buttons.



Mark and finish hem. Press the entire dress and let hang for 24 hours before hemline is marked.

Wear it with pleasure!



school on a certain day. They could have the cost cards pinned on their shoulders.

- b Girls may invite their mothers and teachers to a tea at which the garments they have made are worn.
- c A stage production may be

planned with an informal setting in which girls model their garments.

- d A fashion parade down the main stairway may be held, with the audience seated in the lower hall. Two or three girls may take turns as commentators.

### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 16, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |               |  |
|---------------|--|
| 1 armhole     | A Expert.  |
| 2 dart        | B A flat fold of cloth.  |
| 3 fabric      | C A short, tapering seam made to fit a garment to the figure.    |
| 4 gauge       | D A shaped piece cut to fit the shoulders.                       |
| 5 horizontal  | E Part of a garment that covers the arm.                         |
| 6 neckline    | F To untwist or unweave.   |
| 7 perforation | G Seam of a garment around the neck.                             |
| 8 pleats      | H A hole for the arm or sleeve.                                  |
| 9 ravel       | I A hole.  |
| 10 Sanforize  | J Parallel to the horizon.                                       |
| 11 shrink     | K An instrument for measuring.                                   |
| 12 skillful   | L A trademark for a slide fastener.                              |
| 13 sleeve     | M To form a textile by interlacing threads.                      |
| 14 weave      | N To contract; to become less.                                   |
| 15 yoke       | O Trademark for a method of treating cloth to prevent shrinking. |
| 16 Zipper     | P Cloth woven from fibers.                                       |
|               | Q The upper part of a dress.                                     |
|               | R A large cutting instrument.                                    |

A FURTHER TEST: *After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Do you buy your own clothes?

Window shopping is a recreation that girls learn to enjoy when they are very young. Have you ever gone on a delightful tour of store windows imagining, perhaps secretly, how you would look in each new suit or dress, and pretending to buy the ones that appealed to you the most? The fact that you had no money to spend and the knowledge that none of your selections would ever be delivered to you made no difference in your fun.

That was a make-believe world, but it gave you a foundation for making choices today; it helped to develop your sense of beauty and of the fitness of things that go together well. *Good taste* is the name often used for this ability to select beautiful and appropriate articles. It is a quality that every girl wishes to develop; it may be learned from real artists who arrange the displays of fine stores.

As you grow older, you realize that selecting clothing depends, not only upon whether you like an article or whether "all the girls are wearing it this season," but also upon how much it costs. Every family must consider the amount of money that it is reasonable to spend for clothing while allowing enough for the house, food, heat, lights, telephone, church, savings, gifts, movies, magazines, dental care, eyeglasses, and innumerable other items that must be purchased.

After a reasonable sum for clothing has been determined, the distribution of this sum must be made among the members of the family. Is it fair for a girl to use so much of the clothing money that her mother must go without anything new? Are there situations that may justify unequal division of this money? These and many other questions must be answered when the clothing plans



for each season are made. Family co-operation is concerned as well as wisdom in spending and care in selecting.

Many clever ways of buying can be learned with your mother's help. You will be delighted to see that a little thought and care may provide several costumes for the price of one.

### **Do you plan your wardrobe?**

A girl who always has the right clothes ready to wear for each occasion is one who has planned her wardrobe. It may be surprising, but such a well-dressed girl may not have as many clothes as the one who has numerous articles, each purchased separately, without thought as to how they may look together. No matter how pretty each article may be of itself, if the colors clash or if the styles or materials are not harmonious, their owner "has nothing to wear" when she is ready to assemble a complete outfit.

**Consider your usual activities.** At the turn of the seasons, when a change in the temperature makes you think about cooler or warmer days to come, you are aware of changes that will be needed in clothing. Along with the need to be comfortable in the prevailing weather, the activities of the season must be considered.

Since school occupies a large and important part of your time, school clothes should have first thought. Customs vary among schools; a girl wants to wear the type of clothing that is worn most by other girls in her own school. Skirts of wool and sweaters or blouses of cotton, wool, or some of the new materials that chemistry has made possible are so common as to be almost the school-girl's uniform. They are comfortable, easy to care for, and are made in lovely colors. Wearing an easily laundered cotton blouse under a jumper dress of wool or with a skirt makes it possible to be always clean and fresh. In warm weather, cotton dresses or skirts and blouses are more comfortable. In fact, many girls like to wear cotton dresses, with a sweater for warmth, during a large part of the year. Manufacturers make many dark cotton materials that look like wool and are used the year around.

Girls like to have many changes of outfits so that they do not seem to wear the same clothing too frequently. For this reason it probably is well to have more school clothes than garments for parties, sports, or other functions that do not occur as often.

As you study about clothing selection, you will find that by





PHOTO BY JOHN GUTMAN—PIX  
PARENTS' MAGAZINE

*Schoolgirls like to wear skirts and blouses or sweaters. With these, comfortable shoes are suitable. Fads in socks and handbags come and go.*

using colors that harmonize you may mix parts of a costume so that several different combinations are obtained. As an example, consider the clothes that Kathy had last fall. They consisted of a tan and brown plaid skirt, a coral skirt, a brown sweater, an aqua sweater, a light-tan jersey blouse, and a white cotton blouse. Kathy had several little scarves or neckerchiefs, among them a coral, an aqua, and a green one. How many different outfits can you plan for Kathy, using only the articles named?



After clothes for school are planned, a girl needs to consider her other activities. She should remove her school clothes as soon as she reaches home. This saves the clothing for its real purpose and gives a pleasant change at the end of the school day.

Some girls like to wear jeans or the current style of pedal pushers or Bermuda shorts. Such a costume may be comfortable and efficient while doing your share of the household duties. Other girls prefer to wear cotton dresses that wash easily and may look dainty or gay as they wish. These dresses are fresh and pretty at the family dinner table. Many girls use for home wear clothes that are no longer quite good enough for school. How much you may do this depends, of course, upon how much you have grown since the clothing was purchased.

The basic items of underwear may be the same for use under all dresses or skirts and blouses with, perhaps, one special set for dress-up. Since undergarments need washing so frequently, the fabrics that dry quickly and do not need ironing are convenient. When these are worn, girls can take care of their own personal laundry easily. Pajamas of the standard style or the newer "shorties" are sleeping garments that may be made by young seamstresses. You may use a variety of plain or printed materials, thin and cool for summer, cozy and warm for winter.

ROXZEMA SKIN CREAM

*Accessories can change the appearance of a costume. With different colors or a new way to tie a scarf, you have a different outfit.*







PERSONAL PRODUCTS CORP.

*Garments for protection from weather are necessary. A brisk walk on a rainy day is fun, but good clothing may be ruined. Care extends the budget.*

Church attendance requires at least one complete costume, which may be a suit or a dress and accessories. In keeping with the dignity of the day, it usually is a bit more "dressed up" than school clothes. Party clothes are worn the least, and so need not be as durable as those for more frequent use. A soft material of a becoming color made in a simple style makes the prettiest party dress.

All girls will need a lounging robe or pajamas for the times when they are relaxing and looking after their routine personal care. Some girls need sports costumes if they swim, skate, ski, or have other special interests. Often a girl must choose between fancy



costumes to be worn a few times and regular clothing to be worn almost daily. Few families can afford to buy both kinds in quantities.

**Check your present wardrobe.** The discussion about selecting clothing for your usual activities may make it seem as if a great many clothes are needed. The fact is, however, that careful planning makes it possible for a girl to have many outfits from a few wise choices. After you decide what you need, the next step is examination of your present wardrobe. With your mother's help, look over every garment that you own. Decide which ones still fit you and are good. Perhaps some will need to have hems adjusted. Some may be changed from one kind of use to another. Other garments may seem to have served their purpose for you but still are good for a sister or a cousin. Similarly, you may receive a lovely garment that someone else can no longer wear. When all of this sorting is done, then you may decide what new clothing is needed.

It is surprising how often you will find that several small items are all that you need to complete a wardrobe for a new season. As your skill in sewing increases, you will find it more and more interesting to make some of the new garments.

There will be some expensive items, such as a winter coat, which you will wear more than one year. You should plan fewer other articles the season that a major item is purchased. Some articles, such as a scarf or a tie, may be a fad that is short-lived. You are not interested in wearing these a long time, so you buy inexpensive ones. You can afford to replace them with newer fads as they appear.

**Shoes must be chosen carefully and fitted well.** Those that are not right in shape or size for your feet can do great harm from which you will suffer all of your life. The arch of the foot should be supported and there should be room for the toes. A shoe that is too large may rub the skin and be as harmful as one that is too tight. While your feet are still growing, it will pay you well to buy from a reliable store where the salespersons are trained to fit shoes.

### **Putting your ideas to work**

1 Plan a wardrobe for school including shoes and accessories. Check the

advertisements in magazines and newspapers or look through a mail-order catalogue in order to estimate the cost.

2 Cut from fashion magazines pic-





PHOTO BY JOHN GUTMAN—PIX  
PARENTS' MAGAZINE

*Plans for a new season start with an examination of the clothes on hand. Determine articles that are still useful. Study fashion books for suggestions.*



ABOUT 5 FEET

5 FEET 3"

5 FEET 5"

5 FEET 6"

5 FEET 3"



GIRL



TEEN



JUNIOR



MISSES  
WOMEN



HALF-SIZE

COPYRIGHT 1955 MC CALL PATTERN CORP.

*Ready-made clothing and patterns are proportioned to fit different types of figures. Each person needs to determine the pattern that best fits her.*

tures of suitable clothing for school, church, dinner at home, hiking, a party, swimming, and a skating party.

3 Mount pictures and estimate the cost of a complete wardrobe of undergarments, nightwear, and lounging wear.

### **Do you select suitable clothing?**

Fashion designers make very pretty clothes that are suited to the figure proportions of junior high school girls. These designs are called junior fashions, misses' styles, or subteens. Whatever the name, it designates a group of designs that are not too young or juvenile and, yet, are not too old and dignified. You will find that, for most girls, clothing and patterns in this group fit better than do those designed for adults and are in prettier, gayer styles. Even when selecting clothing from this group, there are special features that each girl must consider in making the best choice for herself.

**Lines attract attention.** The general outline of the whole outfit is noticed first. Observe a girl across the street. The details of her costume are lost at that distance, but you see the whole figure as one. If the general effect is narrow and long, the girl looks tall; if the skirt is full and wide, the girl looks short and, possibly, fat.

The hemline—the line at the lower edge of the skirt—is part of the whole picture. If it is relatively high above the ground, the legs look long. If the hemline is near the ankles, the figure looks short and wide.

When a girl is close to you, other lines become prominent and affect the picture. Of these, the beltline and the neckline are the





PHOTO BY JOHN GUTMAN—PIX  
PARENTS' MAGAZINE

*Lines in fabric and style of clothing affect apparent height and width. Study your own figure, and select clothing that will improve your appearance.*

most important. Since the beltline divides the figure, it has great effect on the apparent height and build of a person. A one-piece dress or one with a narrow belt of the same color as the dress makes the wearer appear taller and more slender. A person is made to appear shorter and stouter by a wide belt or one of a different color. The line made by two colors joining, as when skirt and



blouse are of different colors, has a similar effect on the apparent size of the figure.

A V-shaped neckline makes the face and neck appear long; while a round or square neckline makes the face look more round. Necklaces also may emphasize V-shaped or round necklines. The off-the-shoulder neckline adds width to the figure.

Lines in the fabric, such as stripes or plaids, attract attention. Some plaids are small and have no predominate lines; others are large and have noticeable horizontal or vertical lines which tend to emphasize width or length of the figure. Trimmings such as braid, ruffles, or other lines added to a dress have similar effects.

You should look at your outline as it is reflected in a mirror to decide which lines "do the most for you."

**Color adds interest.** Most girls wear nearly every color and enjoy using a variety. Some colors are more becoming because they emphasize natural color in the skin, eyes, or hair.

Pinks of all shades and reds seem to increase the pink in a person's skin. This is the color of health and is usually becoming. A girl whose skin is naturally creamy in color may find that yellow and blue tend to overemphasize the yellow tones in her skin. The color which, by reflection, deepens the color of the eyes always is becoming. This effect can be achieved by wearing a small amount of the desired color near the face. For example, a girl who has blue eyes may wear a blue tie or scarf or a string of blue beads.

A person always is well dressed when every part of the cos-

PERSONAL PRODUCTS C

*In front of a mirror, test the effect of colors on the appearance of your skin, eyes, and hair. Colors that bring out tones that are becoming are the ones that you should wear.*





tume consists of shades of one color. Brown, several shades of tan, and a touch of orange might be combined in an attractive outfit. Another might use several shades of blue. It is in the combining of different colors that more artistic skill is necessary.

**Some materials are appropriate.** Youth and pretty cotton materials seem to belong to one another. This is true also of most wools. The soft jerseys, flannels, tweeds, and gabardines, which are certain weaves of wool, are youthful. On the other hand, most satins, velvets, and elaborate trimmings seem to belong to older persons. Usually you can be guided in your choice of fabrics by choosing from among materials that are used for junior fashions.

### **Putting your ideas to work**

1 Divide the class into committees to demonstrate the effects of lines on the apparent size and height of the figure.

a One committee may cut necklines from sheets of 8½-by-11-inch paper. Make round, square, V-shaped, boat, and other neckline shapes. Hold these below each girl's chin so that she may see which shapes are most becoming.

b Another committee may demon-

strate the effects of different lengths of skirts. This may be done by pinning skirts so as to show lengths that are long, medium, and very short.

c A belt committee may cut narrow and wide belts of different colors to show their effects on the figure.

2 Use swatches (large pieces of material) of different colors to drape loosely around the neck. Try colors in this way on a blonde, a brunette, a brownette, and a redhead, and decide which colors are most becoming for each girl.

### **Do you know how to shop?**

Some girls have depended so much upon their mother's decisions that they have not learned to make clothing choices themselves. This was necessary when you were younger. Now that you are older, you want to make more independent choices, with the help of your mother who can give you the benefit of her experience. She too would like your clothing to be right and becoming, so she makes an interested guide.

**Know what is wanted.** After you have examined your supply of clothing and decided which articles you will need to buy, you still have other preparation to make for your shopping trip.

Girls' and women's magazines begin to show pictures of new styles a couple of months ahead of the time that most people are





PERSONAL PRODUCTS CORP.

*Window-shopping is a fascinating pastime. It can teach an observant girl many facts about effects of color, line, and texture. The most expensive garments may be studied for suggestions.*

ready to buy. This gives you the opportunity to see new trends, to note new ways of combining colors, and to get suggestions for ways to use your present clothing. From a study of the magazines you will begin to get some definite ideas about the things you want to buy. Catalogues of mail-order stores are sent out at the beginning of each season, and they may be studied carefully before you order.

Store windows are another splendid source of information. If you live in or near a city, window-shopping can be an educational experience as well as an interesting pastime. Many beautiful things from all parts of the world are displayed. Since window-shopping



is free, you may look at the most costly items and get ideas to carry out in less-expensive materials. Learn to enjoy and to profit from displays.

After you have decided upon the articles that you wish to buy, make a list. Note the sizes that you wear and any special points that you want to remember. For example, learn how to judge quality. If you are buying a sweater, notice whether it is firmly or loosely knitted. If the ribs are small, it will keep its shape and wear better than one with big, loose loops.

Such adequate preparation helps you to buy the right thing and not be sold something that proves unsatisfactory afterward.

**Be courteous to salespersons.** Every customer expects prompt, courteous service from the persons who show merchandise. Too often, shoppers forget to be courteous themselves. Buying and selling should be a pleasant experience during which all persons are considerate of others.

You can help the salesperson by explaining your needs. Be attentive and look at the articles that are shown. Do not be unreasonable in what you expect. Store managers expect customers to do a certain amount of trying on of ready-to-wear garments. This is necessary. However, careless handling may damage clothing. Maybe you have seen garments stained by lipstick or soiled by dirty hands?

Be reasonably sure that you are interested in buying a particular garment before you try it on. Of course, if it is disappointing, you are not expected to buy it. Never try on clothing as a pastime when you have no intention of buying. Remember that the salesperson's time is valuable, so do not waste it. And your most important obligation is to say a sincere and pleasant "Thank you."

### **Putting your ideas to work**

- 1 Arrange a window-shopping trip in which several committees each study a different display of girls' clothing. Report on colors, materials, combinations, and styles.
- 2 Each girl should make a list of the

sizes that she wears of socks, shoes, dresses, and gloves.

- 3 Select one or two garments from last year's clothing that are good enough to be the basis for the coming season. Decide the articles and their colors and materials that you would like to have to complete the wardrobe.



### *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 12, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |               |   |
|---------------|---|
| 1 accessories | A A knitted jacket or blouse.                         |
| 2 appropriate | B A cotton fabric which has been treated to give it a |
| 3 becoming    | silky luster.   |
| 4 blouse      | C A fabric that is twilled on one side only.          |
| 5 costume     | D Articles that add to the effectiveness of something |
| 6 fashion     | else but are not essential.                           |
| 7 gabardine   | E The way of dressing that is favored at the time.    |
| 8 mercerized  | F A complete outfit of clothing.                      |
| 9 plaid       | G A printed or woven design of straight lines form-   |
| 10 reliable   | ing rectangular patterns.                             |
| 11 sweater    | H Trustworthy; dependable.                            |
| 12 wardrobe   | I Suitable; proper.                                   |
|               | J Economical.   |
|               | K Decoration.   |
|               | L Fitting or improving appearance.                    |
|               | M A waist.  |
|               | N Wearing apparel.                                    |

*A FURTHER TEST: After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Do you have a hobby?

Sewing just for the fun of sewing is a fine way to spend part of your leisure hours. It is a change from more active recreation and is enjoyable for that reason. A group of girls who like using their fingers can have a sociable time while working together on bits of sewing. Needlework also can fill happily many hours when a person is alone.

There is great satisfaction in making or creating something. This feeling of accomplishment can come from using many different skills. Some girls have artistic talent and can produce beautiful music or clever drawings. Others can arrange flowers to make lovely pictures. Some enjoy making a cake or delicious cookies or candy. A garment to wear and a scarf or pillow to decorate the home are other products that may satisfy the desire to create. Gifts made by the giver are appreciated particularly because of the time and thought that are spent in producing them.

Needlework of some kind has been done through the centuries in all parts of the world. Tapestries, Oriental rugs, and Navajo blankets are examples of the needlework and weaving of several nations. The makers begin while they are little children to develop the skill that makes their work famous. In colonial America little girls made samplers consisting of rows of various embroidery stitches worked on cloth. Simple designs, an alphabet, the name of the child, and the date often were worked into this sampler, which was framed and hung in the parlor. You may be interested in reading about the history of some of these forms of handiwork.

It is fun to have a piece of needlework in progress so that you may work on it for a few minutes' relaxation from other activi-





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*There are many forms of needlework among the different nations. It may be simple or elaborate, adding beauty to clothing and linens. There is satisfaction and pleasure in doing embroidery during leisure time.*

ties. Keep it in a convenient box or bag. Be sure that your hands are washed before you work on the article so that it will be clean and fresh when completed.

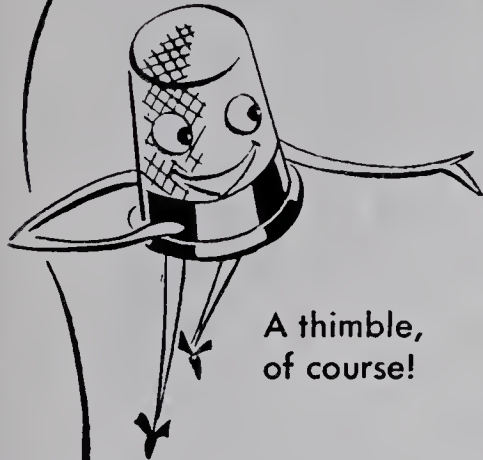
### **How can you do simple line decoration?**

Some of the most beautiful pieces of needlework are very simple in design. Their beauty is produced by balance and proportion between lines and by the colors used. The threads of a fabric give straight, true lines to follow when adding decoration. Borders may be made on any rectangular object by emphasizing some warp (lengthwise) and some weft (crosswise) threads. Examples are borders made on handkerchiefs, place mats, towels, and hems of aprons.

You may want to start an article that will be ready to work upon at times during class when you must wait for a turn at a sewing machine. One tray cloth and a matching napkin make a welcome gift. If you are more ambitious, a set of place mats and



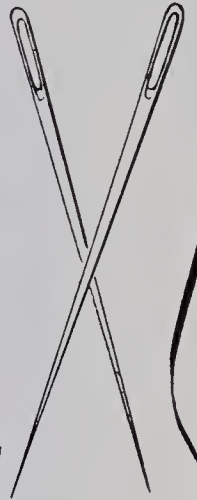
# YOU WILL NEED



A thimble,  
of course!

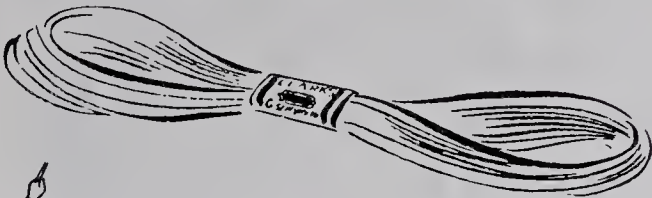


Crewel needles  
for embroidery  
See the long eyes!

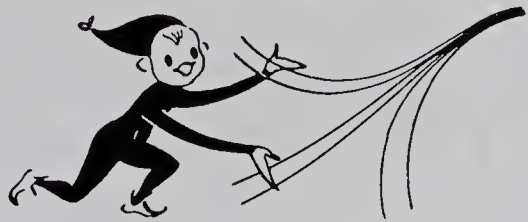


## Embroidery Floss

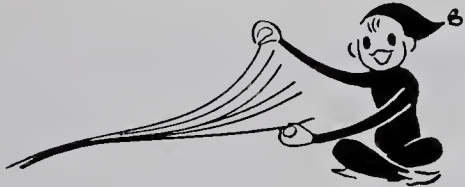
1. This is a skein  
of six-strand embroidery floss



4. Or in thirds and use two



2. Here are all six strands—  
You can use them all together



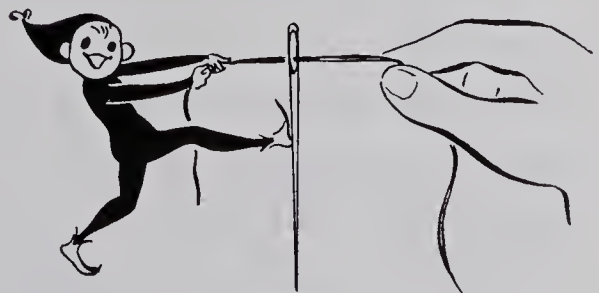
5. Or even a single one  
for very fine work



3. You can divide them in half  
and use three threads



6. Now thread your needle





napkins for four people is useful. Guest towels may be another interesting project.

**Weaving or drawing thread into material is easy.** A number of coarse fabrics, from which threads pull easily, are useful for this type of decoration. Monk's cloth is a coarse, soft, cotton cloth that makes an attractive table scarf or cover for a cushion. Wool knitting yarn in two or three contrasting colors may be used to form border lines. Pull one thread of the monk's cloth out from the fabric about 2 inches. Hold the end of a piece of yarn so it overlaps about 1 inch of the thread that you have pulled. Wind these two together tightly with a piece of fine thread. Then gently pull the other end of the monk's cloth thread, drawing in the yarn to replace the thread of the fabric as it is removed.

Natural-colored (tan) monk's cloth with a border of one orange and two blue threads is suggested. You will want to plan the colors that will look well in the room where the article will be used. You may plan the border by experimenting with lines drawn on a piece of wrapping paper the size and shape of the article that you want to make. Group the lines to make an interesting border; vary the spaces between lines so that these spaces are unequal.

Coarse linen and a coarse cotton that looks like linen, called Indian Head, are good materials for place mats and napkins to be decorated this way.

**Applying lines on the surface is simple.** Lines added to an article instead of being drawn into it are another form of decoration. *Couching* is done by holding a heavy yarn or several strands of embroidery thread on a threadline of a fabric and making small cross-wise stitches at regular intervals to hold or *couch* the thread to the cloth.

Lines may be formed by rows of rickrack braid or bias tape. These two forms of applied decoration are basted carefully in place and then stitched on the sewing machine. Gingham, a fine cotton material woven in checks, may be used for luncheon sets, lingerie cases, collar and cuff sets, and fancy aprons. The lines of the checks are perfect guides for applying the braid or bias tape. Again, an interesting effect depends upon the color contrasts and the proportions between lines.

**Hemstitching may be beautiful.** Hemstitching is one of the basic forms of needlework that every girl should know, since it is useful



for so many articles. It may be coarsely done on heavy materials such as on a linen dresser scarf or finely done as on dainty handkerchiefs.

Fold the hem and baste it. Then draw threads from the material at the edge of the hem for the desired width of the hemstitching. Thread a needle with a fine thread which has a small knot in the end. Bring the needle through the edge of the hem so that one may work from right to left with the wrong side of the hem held on top. Hold the hem firmly, make a loop of the thread encircling the place where the stitch is to be taken. Place the needle under the loose (drawn) threads, take up the desired number, usually 3 to 5, and bring the needle up within the loop of thread so that a knot is tied to hold the drawn threads together. Take a tiny stitch in the edge of the hem and then proceed to tie the next group of drawn threads. Repeat, with a stitch in the hem following the tying of every group of threads.

Double hemstitching is done by repeating the process along the other side of the drawn threads, tying the same groups of threads as were tied in the first row. A tiny stitch is made into the cloth on this side instead of into the fold of the hem.

### **Putting your ideas to work**

1 Some of you may have in your homes pieces of needlework from other lands. If so, ask your mothers to allow you to bring these pieces for an exhibit. It may be possible in this way for class members to see Swedish, Italian, or other national needlework. Mexican drawn work, Japanese and Chinese embroidery,

and similar handiwork may be available.

Compare the stitchery. What features make them beautiful? Do they have geometrical or natural design? Does color make the piece attractive? Are the stitches fine?

2 Bring several different styles of handkerchiefs to class. Compare the finishes of the hems. How would you rate the designs on the handkerchiefs?

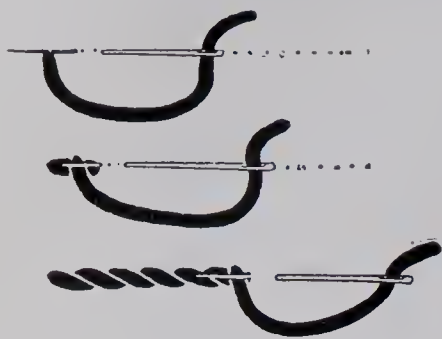
### **What fancy stitches do you know?**

Beautiful pictures can be made not only with brush and paints but with needle and threads. Doing fine embroidery is a decorative art that can become an absorbing hobby.

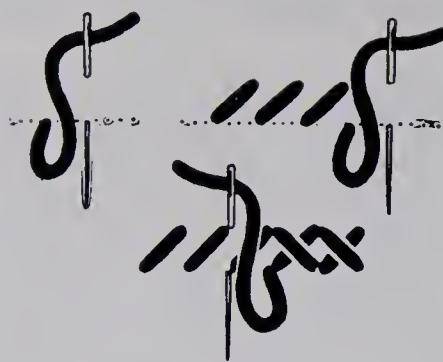
There are many standard embroidery stitches that are made with heavy thread or a group of several finer threads. If you know how to do the different kinds of embroidery, you can follow di-



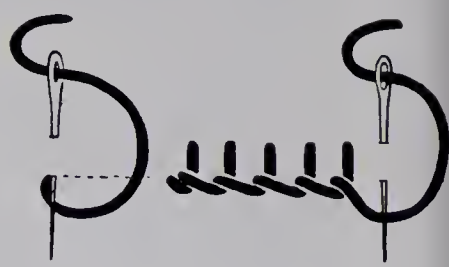
*Outline stitch*



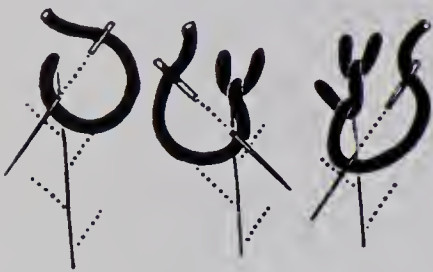
*Cross stitch*



*Blanket stitch*



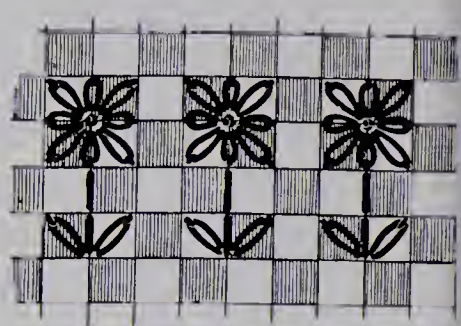
*Featherstitch*



*Lazy daisy stitch*



*Using lazy daisy stitch*



rections that accompany stamped designs, or you can make your own designs. Use a crewel needle that will be easy to thread. Have as fine a needle as possible for the thread that you are using, and make even, careful stitches. The drawings above show you how to make a number of commonly used stitches.

### **Putting your ideas to work**

- 1 Practice making each of the common embroidery stitches. Perhaps some girls will wish to make small samplers similar to the large ones that girls made in colonial times.
- 2 Decorate an article with drawn-in threads, hemstitching, or embroidery. You may design this article yourself or buy one with a stamped design.
- 3 Each member of the class may embroider or appliqué one block of a quilt. When the blocks are joined and the quilt is completed, it may be used with the home-nursing equipment, or it may be given to an orphanage or a day nursery.

### **How are designs applied?**

When you want to add decoration that is more elaborate than borders of straight lines, you may draw a design upon the article. If you can do a number of embroidery stitches, you can plan to use one or several to produce the effect that you want.



Designs may be traced with carbon paper. You may design a decoration on paper and experiment until it is satisfactory. Keep in mind the fact that balance is important and that, in general, an odd rather than an even number of units makes a more interesting design. Try to have a center of interest with smaller units on both sides.

Borders may be made by repeating a simple ornament. You can avoid a spotty effect if you connect the small units with a single line of outline stitch or a heavier line of blanket stitch. Corners may be emphasized with larger ornaments. Always leave a pleasing margin width.

When you are satisfied with the design that you have made, it is ready to transfer to the cloth. Carbon paper may be purchased in black or dark blue for use on white or light-colored material. If you want to transfer a design to dark cloth, buy yellow carbon paper.

Place the paper design on the cloth, being very sure that borders are straight with threads of the cloth and designs are centered as they should be. Slip a piece of carbon paper, carbon side against the cloth, between the paper and the fabric. Pin the design securely so that it will not slip out of place. With a pencil trace firmly over the drawing, and you will find a clear transfer of your design on the article ready for you to embroider.

**Transfer patterns are applied with a hot iron.** Commercial patterns for embroidery may be purchased in the department where dress patterns are sold. These patterns are available for a great variety of articles, such as collar and cuff sets, blouses, infants' clothing, and household linens. You will find patterns for many styles of initials and scalloped borders.

Commercial transfer patterns are used by placing the rough side of the pattern next to the cloth and pressing the back of the pattern with a hot iron. If any of the lines show after you have completed the embroidery, they wash out when the article is laundered.

### Putting your ideas to work

1 Using paper and colored crayons, plan the decoration for a tray cloth

and napkin. For a dresser scarf. For a collar and cuff set. Trace the design on fabric with carbon paper.

2 Design a monogram of the initials of the name of your school. Trace





DENVER PUBLIC SCHOOLS

*Club members in one junior high school dressed dolls to give to an orphanage. Many new stitches were learned, including some knitting and crocheting. The girls had great fun with the project.*

this monogram on felt, and embroider it so that the school colors are prominent. Rectangles, triangles, or circles with monograms on them may be used on sweaters, hand-

bags, belts, and many other items.  
 3 Select a transfer design from a pattern book. Place it carefully on an article. Pin it in place, and use a hot iron to make the transfer.

### **How will you wrap your gifts?**

After the thought, care, and time that you devoted to making or choosing a gift, you will want to wrap it attractively. A carelessly wrapped gift makes it appear unimportant to you and does not express much regard for the person to whom you give it. On the other hand, a beautifully wrapped package is a pleasure to see long before the gift is revealed. Half of the fun of receiving a gift lies in guessing what the pretty package contains, shaking it, sniffing it, and anticipating its contents.

**Wrappings need not be expensive.** The beauty of a package results from the colors used and the ingenuity of the wrapper. There



*Use your skill in cookery to make holiday cookies. Pack them in attractive packages. Your cleverness and thoughtfulness will make gifts that will be appreciated.*



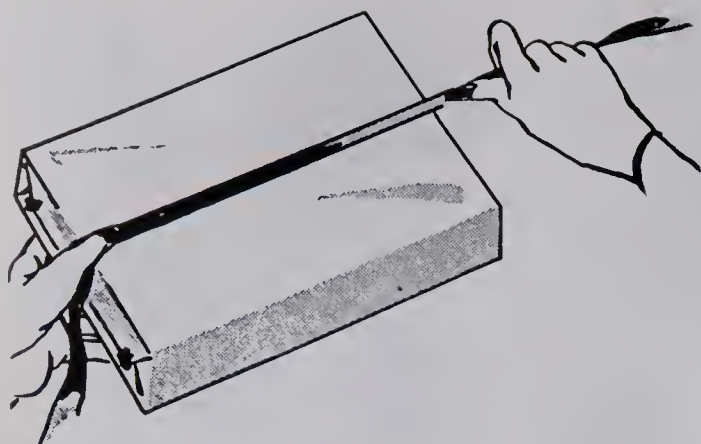
BETTER HOMES AND GARDENS

are many beautiful wrapping papers for sale, but often they are expensive. You can achieve pretty results with plain papers if you are skillful. Tissue paper, crepe paper, shelf paper, wallpaper, cellophane, or metal foil may be used. The thin lightweight papers are easiest to handle.

You may make a cutout design of paper of one color to paste on a package wrapped in a different color. A wreath, a spruce tree, and a heart are examples of decorations of this type. You may write a person's name on white paper in letters an inch or two in height. Cut around the writing so that the lines are about  $\frac{1}{4}$  inch wide, and paste this name on top of a wrapped box. Groups of gold or silver stars are pretty on packages.

A number of materials may be used to tie packages. Colored twine makes handsome rosettes. Wool yarns, serpentine paper, and all the paper ribbons are pretty.



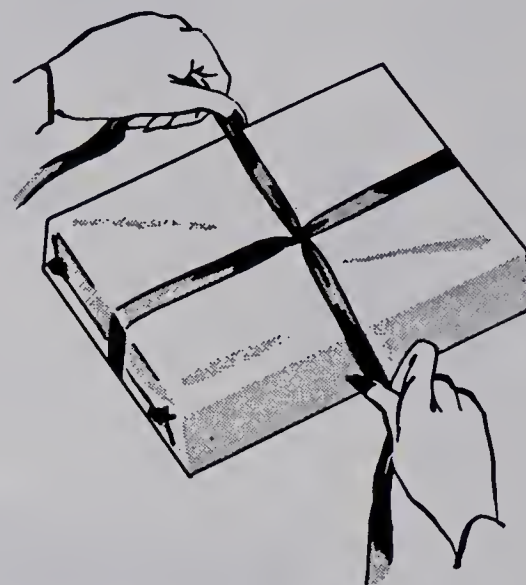


**STEP 1**

Hold ribbon with left thumb on top of the box so short end extends 4" or 5" beyond center. Do not cut off length until later.

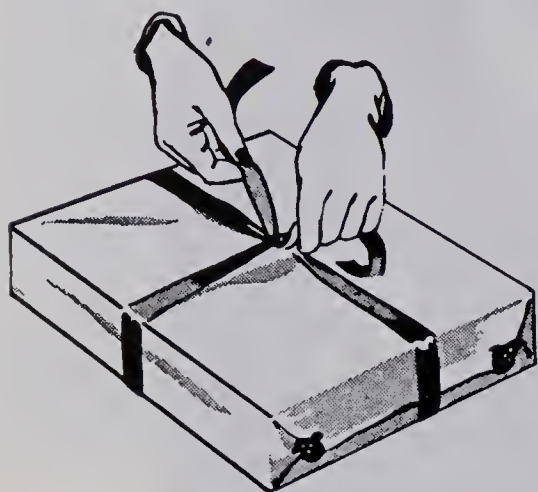
## TYING THE PACKAGE

Below: regulation tying.  
Opposite page: diagonal tying.



**STEP 2**

Bring ribbon around length of box to starting point. Cross ribbon, bring long end around box and back to starting point. Do not twist ribbon on bottom of package.



**STEP 3**

Cut off ribbon, leaving 5" or 6". Bring this end over, then under crossed ribbon.



**STEP 4**

Bring end out at lower left of crossed ribbon and pull up tightly. If this does not hold, tie with a single knot. This is seldom necessary.

Follow the same routine when ribbon is tied off center one way.

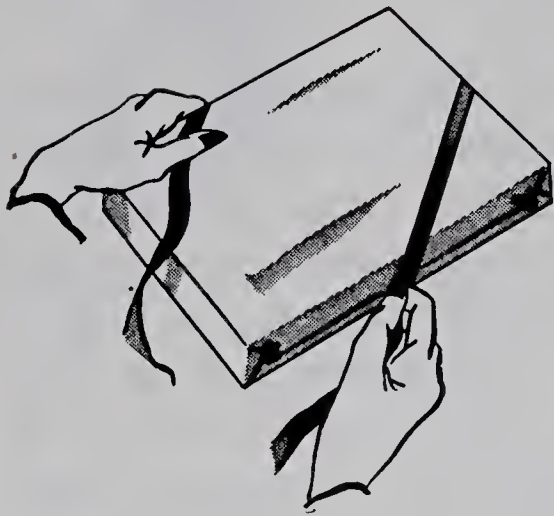


And when it is off center both ways.





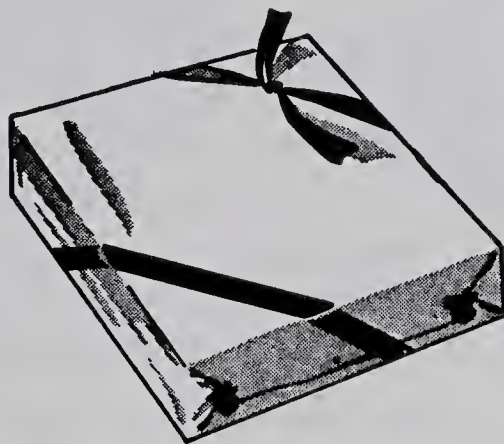
There are many ways of fastening ribbon around a package. Although the basic arrangement may be the same, the effect will be entirely different depending on the size of the box and the width and texture of the ribbon and its position on the package.



**STEP 1**

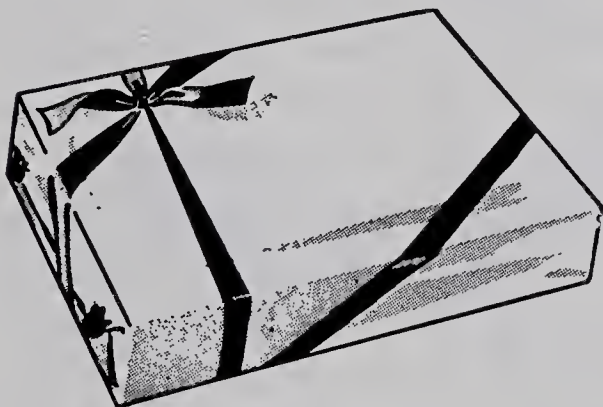
Hold short end of ribbon at upper left of top with thumb.

Diagonal tying is often used to "frame" some particularly attractive motif of the wrapping paper. It also may be done quickly.



**STEP 2**

Carry ribbon across top, down side, under, up side, across top, under, and up to starting point. Cut end and tie in single knot.

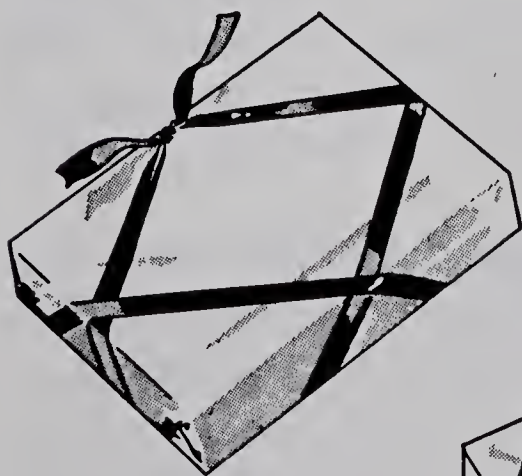


**STEP 3**

For extra security, instead of cutting ribbon, bring it straight around box the short way, cut off, and tie.

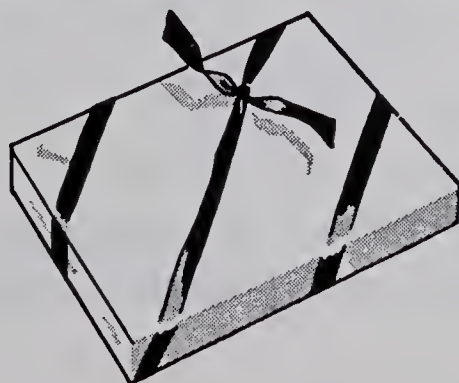
**FOR DOUBLE DIAGONAL**

Follow steps 1, 2, 3 above, do not cut end but tie. Repeat tying but in the reverse direction.



**FOR TRIPLE DIAGONAL**

Start with steps 1 and 2 but hold end of ribbon in the middle of the upper edge. Instead of bringing back to starting point, go around the left side diagonally again and then to starting point. Tie.





**Neat wrapping requires skill.** A solid foundation is necessary to make a neat package. Save boxes of various sizes so that you will have one suitable when you have a gift to wrap. If the color of a box is not desirable or if it needs to be covered, you may paste the wrapping material directly to the box and tie the package without further wrapping.

When wrapping it, place the box so that the paper extends from one end an amount slightly less than the depth of the box. Cut the paper so that the same amount will extend at both ends. Allow for a generous overlapping of paper around the box. Pull the paper tightly, and turn in the overlapping edge to make a sharp, neat crease. Use a 1-inch piece of gummed tape or a seal to hold this edge in place while you fold the ends. Turn in the ends of the paper first, and then fold the top and bottom edges. Again use a bit of gummed tape to keep the paper from slipping.

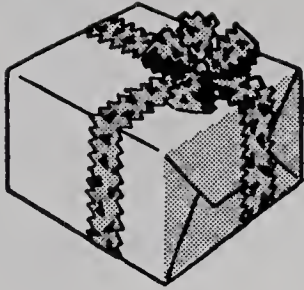
Experiment with ways to wrap the ribbon or twine around a package. Vary the usual wrapping around the center each way by wrapping off center so that the bow or rosette is near one corner of the box. Try wrapping the ribbon under one corner, over the next, under the third, and over the fourth corner. Another interesting tie is made by wrapping the ribbon around two opposite corners and tying it where the ribbons cross in the center of the package. These wrappings are illustrated on pages 370 and 371.

Occasionally you will have an oddly shaped package that must be wrapped without being placed in a box. A glass of jelly and a jar of fruit are examples of packages of this sort. They may be made attractive by placing the glass or jar in the center of a piece of tissue paper large enough so that it may be gathered up and tied with ribbon or twine at the top of the jar. The corners then may be pulled out so that each point stands alone. Two pieces of paper of different colors, one inside the other, can be used effectively in this way.

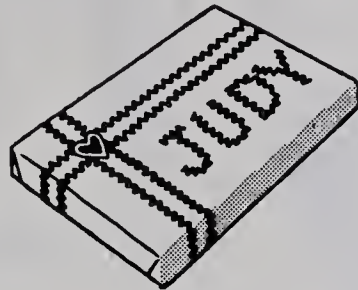
**Cornucopias make interesting packages.** Any gift wrapped in tissue paper may be placed in a cornucopia. These containers are good also for homemade candies or cookies. Cut a semicircle of lightweight cardboard. Fold it into a cone shape, and cut off the top to make it the desired size. Open the cornucopia, and decorate the outside with any of the following items: gold or silver stars, gummed dots of various colors, gold or silver lace from paper doi-



## SOME IDEAS FOR WRAPPING PACKAGES ATTRACTIVELY

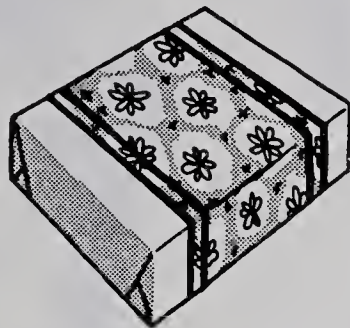


*Pinking shears  
will do this.*

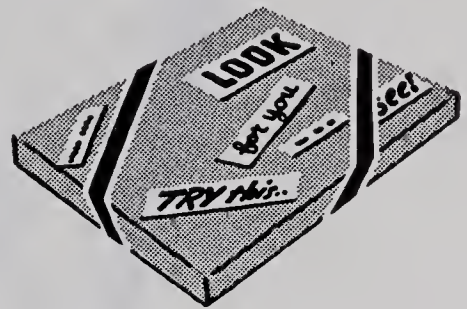


*Rickrack braid  
and paste.*

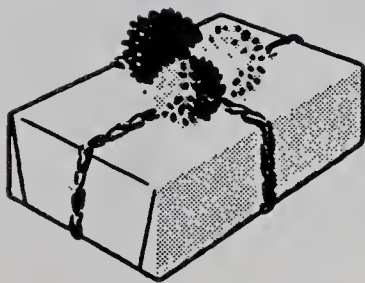
DENNISON MANUFACTURING CO.



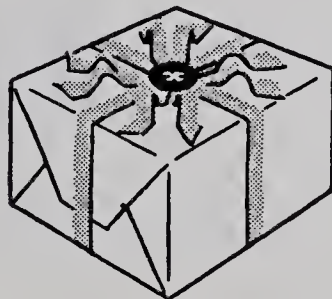
*What a strip of  
wallpaper can do.*



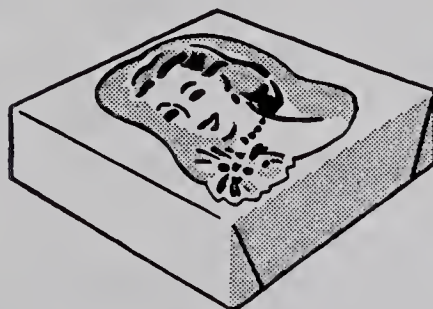
*Slogans from  
advertisements.*



*Tie with yarn.*



*Colored bias seam  
tape instead of  
ribbon.*



*Colored picture  
cut from magazine.*



*Tied-on toys  
or jokes.*



## CORNUCOPIAS



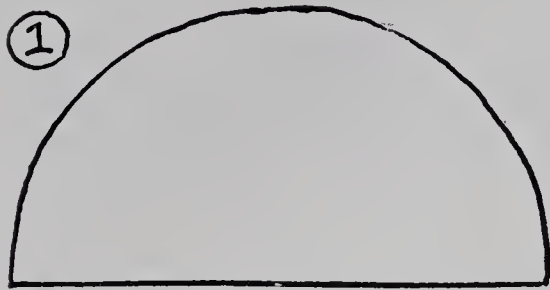
DENNISON MANUFACTURING CO.

lies. Line the cornucopias with a piece of crepe paper cut almost as deep as the cone and about one and one-half times as long as the measurement around the opening of the cone. Gather one edge of the strip of crepe paper with needle and thread. Paste this ruffle inside the top edge of the cone. Paste together the sides of the cone. When ready to close the package, tie the crepe paper top and ruffle the edge by pulling it between your thumb and first finger.

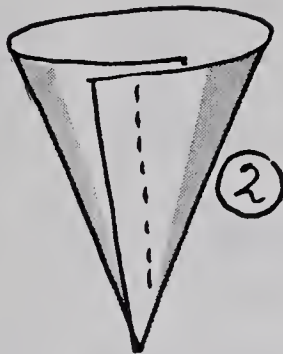
**Tying bows is an art.** Bows and rosettes are made most easily by tying them separately and then fastening them to the package by the ends of the ribbon that holds the wrapping. To tie a bow,



## AND HOW TO MAKE THEM



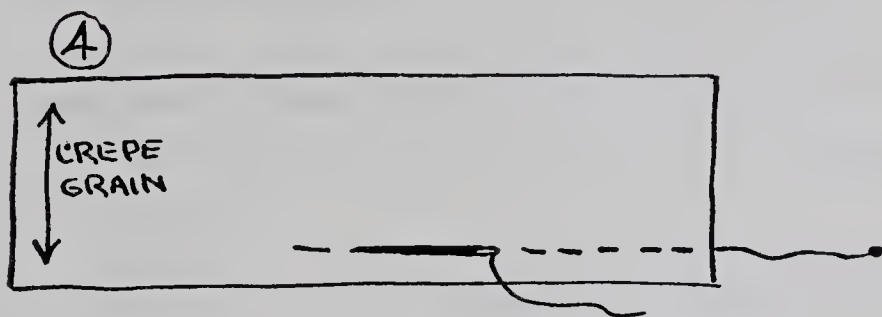
1 Cut a semicircle from mat stock.



2 Fold it into cone shape. Cut off surplus.



3 Open and decorate it. (Scallop edge if you like.)



4 Cut Dennison crepe almost as deep as cone, long enough to ruffle. Gather with needle and thread.

5 Paste ruffle inside (top edge) of cone. Paste sides of cone. Insert gift tissue-wrapped. Tie crepe paper frill.

make loops of ribbon of the desired length, twisting each loop at the center. Make four or more double loops and tie with a knot. Keep the right side of the ribbon turned out as loops are formed. If a larger, fluffier bow is wanted, tie a second bow in the same way as the first and then tie the two together. Cut the ends of the ribbon at an angle and spread the loops.

An attractive rosette may be made from ends of ribbon of different colors. Save all ends for that purpose. Twist each short length of ribbon in the center. Combine many of these pieces, tie them with a knot of ribbon in the center, and trim all ends at an angle.



## Putting your ideas to work

- 1 Practice wrapping packages such as cracker or cereal boxes. Use string for tying.

Vary the method of tying until

you are familiar with several and can make a neat package.

- 2 Practice wrapping a jelly glass. A pint jar. A roll of paper.
- 3 Have an exhibit of packages wrapped for birthday gifts, valentines, May baskets, and Easter gifts.

## *A book you will like to read*

Horth, L. B., and Horth, A. C., *101 Things for Girls to Do*. J. B. Lippincott Co., Philadelphia. This book encourages enjoyment in the use of the hands. Needles, pencils, pens, and brushes are tools used for projects. There are beginning directions for many crafts.

## *Tests that will help to show what you have learned*

On a separate piece of paper make a list of numbers 1 to 12, corresponding to the numbers of the words given below. After each number place the letter of the definition which best fits that word. *Do not write in the book.*

- |               |  |
|---------------|--|
| 1 balance     | A Rest; recreation.  |
| 2 crewel      | B Work done with a needle.                                   |
| 3 design      | C Yarn or needle used for embroidery.                        |
| 4 diagonal    | D To change from one place to another.                       |
| 5 embroidery  | E A state of equality between two sides of a center.         |
| 6 ingenuity   | F Running across from corner to corner.                      |
| 7 leisure     | G Heavy, handwoven cloth usually having a picture or design. |
| 8 lingerie    | H Underwear.   |
| 9 needlework  | I Arrangement of lines and spaces.                           |
| 10 relaxation | J Inventiveness; skill in devising or combining.             |
| 11 tapestry   | K Ornament made by needlework.                               |
| 12 transfer   | L Decoration.  |
|               | M Damask.  |
|               | N Unemployed; time free from occupation.                     |

*A FURTHER TEST: After you have finished the test above, you can write a sentence using correctly each word in the numbered list. Be sure to spell the words properly; an oral test will show if you have mastered them.*



## Films and filmstrips you may want to use

Seeing films and filmstrips may stimulate interest in a new unit, help to explain a process, or give additional information. Films also may present problems that can be discussed impersonally, with the result that understanding is deepened and new attitudes are developed.

The following films may be obtained from these sources:

Coronet Films, Coronet Building, Chicago 1, Illinois.

Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.

Institute of Visual Training, 40 East 49 Street, New York 17, N. Y.

Proctor Electric Company, Third and Hunting Park Avenue, Philadelphia, Pennsylvania.

Young America Films, 18 East 41 Street, New York 17, N. Y.

### Unit 1. Who are you?

**Act your age.** Coronet Films, 14 minutes.

Pupils will see some of the more common types of infantile reactions: temper, weeping, inability to take a joke. Having seen examples of these traits, they learn the basic reasons for the continuance of these common signs of immaturity.

**Discussion problems: The outsider.** Young America Films, 11 minutes.

A dramatization of the problem of a young girl who feels that she is rejected by her school group. It points the way for discussion of the mutual responsibilities of the individual and the group in which such situations occur.



## Unit 2. How pretty can you be?

**How to be well groomed.** Coronet Films, 11 minutes.

This film demonstrates the four fundamentals of good appearance: health, good posture, cleanliness, and neatness.

**Personal health for girls.** Coronet Films, 11 minutes.

The film shows daily cleanliness habits—taking a morning shower, caring for complexion and fingernails, brushing the teeth, washing the hair, wearing clean clothes, putting on make-up correctly, exercising in games, and eating a balanced diet.

**Your cleanliness.** Young America Films, 11 minutes.

Stresses establishment of better habits of personal cleanliness. States rules regarding bathing, care of nails, hair, clothing, and teeth.

**Your posture.** Young America Films, 11 minutes.

Explains the importance of posture to appearance and general health, and shows how good posture can be achieved.

## Unit 3. Can you have fun at home?

**A date with your family.** Encyclopaedia Britannica Films, 11 minutes.

Shows that graciousness, consideration, and kindness can apply when the family is alone as well as when company is present.

**Friendship begins at home.** Coronet Films, 16 minutes.

During adolescence young people grow away from their families. While this process is natural and desirable, it is also difficult and disturbing. The film shows the importance of friendships in the home and the fun of doing things with the family group.

**Sharing work at home.** Coronet Films, 11 minutes.

This film shows the importance of co-operation in happy family life.

**You and your parents.** Coronet Films, 14 minutes.

The process of growing away from the family is described as a natural and normal one, but audiences see how it can lead to difficulties if parents and children do not take the time to understand each other's problems.

## Unit 4. Who's your best friend?

**Acts of courtesy.** Young America Films, 11 minutes.

The relationship between courtesy and our laws and customs is shown. Explains that courtesy is something extra we do to show our regard for others. Illustrated by everyday examples of acts of courtesy.



**Are you popular?** Coronet Films, 11 minutes.

The film contrasts two types of girls—one popular, the other unpopular. It shows how attention to personal appearance, politeness, good manners, and co-operation with parents helps toward popularity.

**Beginning to date.** Encyclopaedia Britannica Films, 11 minutes.

Junior high school girls and boys are shown on their first date. Emphasizes that each should see that others are enjoying themselves.

**Fun of being thoughtful.** Coronet Films, 11 minutes.

The need of thoughtfulness behind all rules of courtesy is shown. Many ways, small and large, are shown for expressing thoughtfulness in speech, silence, action, and inaction.

**How do you do?** Young America Films, 11 minutes.

The film presents the problems of social introductions. It is designed to help build poise and self-assurance.

**How friendly are you?** Coronet Films, 11 minutes.

This picture shows some of the values of being friendly and encourages the broadening of one's range of friends. Friendliness is shown to be a two-way proposition involving generosity, consideration, and a sincere interest in people.

## **Unit 6. Are you a household treasure?**

**Ironing can be easy.** Proctor Electric Company, 18 minutes.

The latest techniques and short cuts for ironing by hand are shown. The method teaches new ease and speed and shows how to prepare laundry for ironing.

## **Unit 7. Are you a big sister?**

**Child care series.** Young America Filmstrips, Four filmstrips.

**Keeping children happy**

**Getting acquainted**

**Special daytime problems**

**Keeping children safe**

Special problems in the care and supervision of young children are described through the eyes of a teen-age baby sitter. The problems are illustrated in a typical home where there are a four-year-old girl and an infant.

**Helping in the care of younger children.** Coronet Films, 11 minutes.

As you watch a teen-age girl helping in the care of her younger brother and sister, you become acquainted with some of the basic



needs of children, which include affection, approval, security, and safety.

**The baby sitter.** Young America Films, 14 minutes.

The film shows the preparation needed for one who is to take care of children. A trained baby sitter should know how to get acquainted with children, how to put them to bed, how to feed them, and what information is needed from the parents.

### **Unit 8. Is someone ill?**

**Home nursing fundamentals.** Coronet Films, 14 minutes.

Often illness forces many family adjustments which can best be handled through family teamwork if the patient is to receive proper care and if family living is to continue with the least possible interruption. The film shows such techniques as arranging the room, making the bed, morning care, giving medicine, and serving the bed patient, and gives suggestions on care of a convalescent.

### **Unit 9. What's cooking?**

**Cooking: kitchen safety.** Young America Films, 11 minutes.

Stresses the common safety hazards that exist in every kitchen. Discusses and demonstrates simple precautions that can be taken to prevent accidents in the kitchen.

**Cooking: measuring.** Young America Films, 11 minutes.

Explains why some experienced cooks do not appear to follow precise measurements and why most cooks, particularly those with limited experience, must be very careful in their measuring. Illustrates some of the more common measuring devices used in the kitchen, and demonstrates the correct procedures for measuring dry solids, liquids, and fats.

### **Unit 10. Do you ever fix a snack?**

**Good table manners.** Coronet Films, 11 minutes.

Good table manners depend primarily upon attitude. This factor is developed by showing that table manners are matters of courtesy, consideration for others, and common sense.

### **Unit 13. Can you make something to wear?**

**Sewing: fundamentals.** Young America Films, 11 minutes.

Shows the correct working position for hand and machine sewing



and the use of sewing machine, thimble, needle, thread, and measuring devices. Demonstrates good cutting tools and pressing equipment and the use of the iron and pressing cloth. Presents a general view of beginning sewing instruction.

**Sewing: simple seams.** Young America Films, 11 minutes.

Explains and demonstrates how to make six types of simple seams: plain seam, edges pinked; plain seam, edges overcast; plain seam, edges stitched; plain seam, edges bound; plain seam, edges catch-stitched; and plain seam, edges top-stitched.

#### **Unit 14. Can you make a dress?**

**Fashion fit.** Institute of Visual Training, 11 minutes.

Deals with good sewing, well-fitted clothes, and selection for individual needs. Pupils from ten years to teen-agers will learn how to select clothes. Careers for girls who learn to design and sew are shown.

**Sewing.** Encyclopaedia Britannica Films, 11 minutes, color.

Follows a junior high school girl step by step as she finds a pattern, selects material, and sews a dress which she wears to the class play.

#### **Unit 15. Do you buy your own clothes?**

**Clothes and you: line and proportion.** Coronet Films, 11 minutes.

Here is a film for girls who are interested in learning how to choose clothes that do the most for them. General body types are illustrated, and a series of demonstrations shows certain principles relating to line and proportion that girls can apply to their own choice of clothing.







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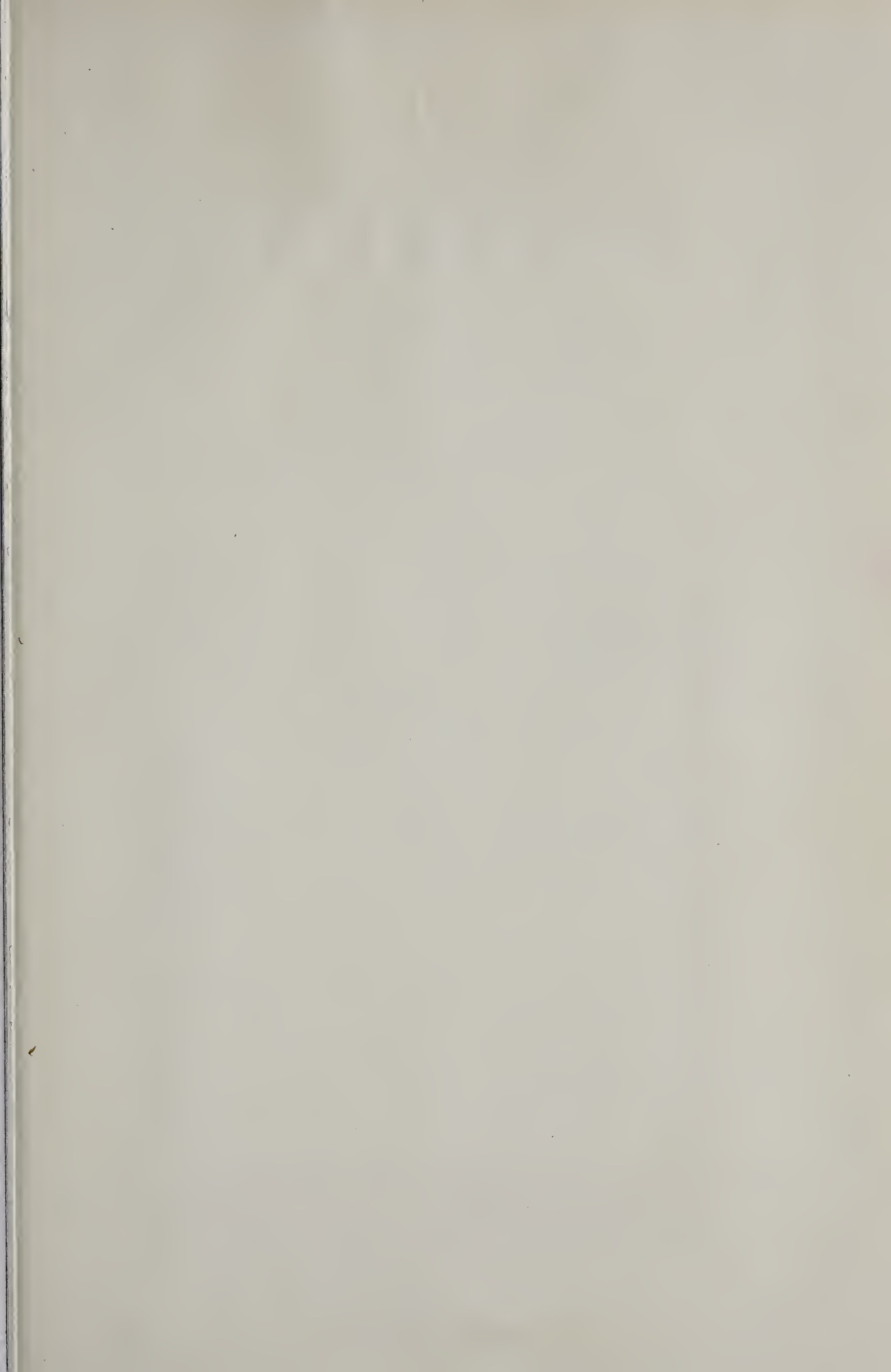


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